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## ABSTRACT

This program, included in Effective Reading Programs . . . serves approximately 500 pupils in kindergarten through grade six who are eligible for Title I services. About 50 percent of the students are black and about 50 percent are white. Pupil selection is based on low reading capability as determined by test scores, pupil performance, or teacher judgment. The program's content and instructional system were developed by the project coordinators using a commercially available phonics program. They divided the content into 25 modules that described terminal behaviors. A series of tasks for each module was prepared. For each task a set of pupil performance objectives was generated, and from the objectives, Quality Control Check Tests were developed. The program is carried out by the regular classroom teacher, who ensures that 30 minutes a day is devoted to the program. The instructional system consists of six steps: becoming familiar with the task, teaching the skills, performing the skills, taking the Quality Control Check Tests, recycling the particular tasks, and achieving mastery. Following mastery of the materials, the student goes on to become a peer instructor for other students entering the sequence. (WR/AIR)

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P.I.P. The Peer Instructional Program

IMPLEMENTATION MANUAL

by

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## INTRODUCTION

The Peer Instructional Program (P.I.P.) allows the teacher to truly individualize instruction. Too often individualization has meant that the teacher must prepare a diagnosis, a prescription, and a set of learning activities appropriate for each pupil - a crushing chore. Or, the teacher has had to follow an instructional program that offered only a skeletal framework. Further, many existing programs are either vague or misleading with respect to procedural matters, or the content has not been systematically organized and sequenced.

An approach to individualization that has enjoyed some success recently is computer-aided instruction (CAI). In spite of the potential of CAI, many years of research and development must yet be completed before the necessary library of software is commercially available. The cost of installation and maintenance must also be brought within the financial means of local school districts.

In the interim, the Peer Instructional Program offers a quality assured method of individualizing instruction that is systematically structured and easily managed. The content of the Peer Instructional Program is organized into a series of modules. Pupils progress from module to module at their own learning rate. Prior to completion of each module, the pupil must demonstrate mastery of the module's content or skill at the absolute criterion - 100%. So then, each pupil progresses through the instructional program, not on the basis of a rigid time schedule, but on the basis of having mastered and demonstrated mastery of each preceding step in the instructional sequence.

Once the pupil has demonstrated his proficiency at a given skill, he has an opportunity to teach one of his peers. This cycle of learning and teaching is repeated throughout the entire program.

## THE INSTRUCTIONAL SYSTEM

The instruction model, upon which this program is constructed, was developed and field tested by Weingarten, Hungerland, and Brennan.<sup>1</sup> Pilot studies using various content areas have been conducted on sites in various parts of the country, including the River Rouge, Michigan Public Schools. In all cases the model has been found to efficacious.

The procedures employed in the instructional system include:

1. Observation
2. Skill Acquisition
3. Skill Performance
4. Quality Control
5. Peer Instruction
6. Administration

Beginning with a series of modules, each containing a set of pupil performance objectives, and sequencing them according to difficulty and complexity, the pupil first observes another student (or teacher) performing the task(s) contained in the objective. This step is to familiarize the pupil with the skill he is to learn to perform.

After a short period of observation, the pupil goes on to acquire the necessary skills. He is actually taught the skills to be mastered. Errors occurring in pupil performance can be detected immediately and corrected on the spot. This teaching step can be done by the teacher when new material is presented, or it can be performed by a pupil who has already acquired mastery of the task. (Peer Instruction)

When both pupil and peer instructor (PI) are convinced that he (the pupil) has learned the required content, they report to the teacher for a proficiency or mastery test (Quality Control). The pupil is scored on a pass-fail basis; either he has mastered with 100% accuracy the assigned task, or he has not.

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<sup>1</sup>Weingarten, Kenneth, Hungerland, Jacklyn E., and Brennan, Mark F. Development and Implementation of a Quality-Assured Peer Instructional Model, HUMPRO Technical Report 72-35, April, 1972.

When the pupil passes his proficiency test, he becomes a peer instructor (PI) for the next pupil beginning the same module. After the peer instruction phase, the PI, before going on to the next module where he becomes a student once again, spends one day in an administration phase.

This final activity in the sequence is a day set aside when the PI can help in the administration of the program. He can take over the teaching phase for an absent pupil, help the teacher with clerical duties, or engage in enrichment activities.

This entire cycle-observation, skill acquisition, quality control, and teaching is repeated until each pupil completes every module in the program.

## PRIMING THE SYSTEM

Because of the Program's modular design, pupils can be phased into any module in the sequence. The entry point into the sequence, of course, is dependent upon skills and knowledge already possessed by the pupil. However, for illustrative purposes the pupil will begin with the first module in the sequence.

For optimum results, it is best to start with one or two pupils, preferably one. The teacher begins by performing each of the objectives (skills) of Module 1, Task a, while the pupil observes. Next, the teacher teaches the pupil to perform the skills she just demonstrated. If, as he attempts the skills, the pupil makes errors in performance, the teacher can instantly detect and correct them. When the teacher feels the pupil has had sufficient teaching, he is asked to perform all of the skills of the particular task.

When the pupil feels he is ready, he asks the teacher for his proficiency test. Using a quality control check list, the teacher evaluates the pupil's performance on a pass-fail basis. If the pupil fails any portion of the quality control test, the teacher re-teaches (re-cycles) only the skills not mastered. As soon as the pupil passes quality control for Module 1, Task a, he moves on to Module 1, Task b, following the very same procedures described above.

As soon as Module 1, Task a and b are completed at the 100% mastery level, the pupil becomes a peer instructor (PI) for the next pupil who is waiting to enter Module 1.

Following the same steps employed by the teacher for Module 1, (skill performance and teaching), the PI teaches his pupil the same skills he learned in Module 1. A memory aid (PI Directions) is supplied to the PI to insure that he will remember and follow all critical procedures and teach all aspects of the particular skill. When the new pupil and his PI feel that he has learned the skill, the pupil goes to the teacher for his quality control test. The pupil's PI is also present at this time to obtain feedback on the effectiveness of his teaching.

When the pupil passes the quality control test, he becomes a PI for the next pupil beginning Module 1. If the pupil does not pass the quality control test, his PI gives more instruction until mastery is achieved.



While the second pupil, now a PI, engages in teaching his pupil Module 1, the recently retired PI now becomes a student learning the skills of Module 2. After achieving mastery of Module 2, he becomes a PI for the next pupil entering Module 2. This, then, is the system in operation.

Before going further, the teacher must take note of a crucial aspect of the system: Quality Control. Mastery of a skill has been set at the absolute criterion - 100% accuracy. There is a compelling justification for setting this level. Anything less than 100% accuracy leads to a breaking down of the system and creating frustrated learners.

If, for example, a pupil is allowed to complete a module at less than mastery (100% accuracy), an error factor is introduced. Uncorrected, the error factor tends to compound itself as one pupil teaches another. Soon the number of teaching and learning errors have multiplied to point where pupils are proceeding from module to module without learning the required skills. It is at this point that the system has ceased to function. Thus, the insistence on mastery at the 100% level.



## CONTENTS OF THE PROGRAM

The PI Program has been prepared to provide the teacher with a complete package of materials and procedures for ease of implementation and assurances of success. The program contents consist of:

1. A set of pupil performance objectives for each module.
2. Quality Control Check Lists for each module.
3. Peer Instructor Directions
4. Pupil Progress Charts
5. Instructional booklets and charts.

Central to the P.I. Program is the set of pupil performance objectives. The objectives serve to specify what is to be learned, under what conditions, and standards of performance. Theoretically and in actual practice the objectives tell where you are going, and when you get there.

The content of the program is divided into two parts: consonants and vowels. Each part is made up of a series of modules. Each module is further divided into tasks. Finally, each task is composed of a set of pupil performance objectives. Another way of looking at the organization of the content is to think of a module as a terminal objective and a task as a set of enabling objectives. The terminal objective describes the gross learning behaviors, and the enabling objectives form the step-by-step procedure for achieving the terminal behavior.

An individual module has been constructed such that the amount of content is readily handled by the pupil. It is neither too large nor too small in terms of skills to be learned. Furthermore, the size of the module provides the pupil with ample opportunity for timely feedback and reinforcement.

Modules are organized in a hierarchical sequence, proceeding from the simple to the complex. Mastery of Module 1 is necessary for undertaking Module 2. Mastery of Module 2 is a prerequisite for Module 3, etc.

The objectives of each task have been stated in pupil performance terms. That is, the objectives tell what it is that the pupil must be able to do at the conclusion of an instructional segment. Possessing the specifications of precise objectives, they give the conditions by which the learning is to occur, the behavior the pupil must exhibit, and the acceptable level of performance.

## MOTIVATING THE LEARNER

Acknowledgement and approval of pupil efforts and successes are a necessary condition for effective learning. Therefore, pupils engaged in learning need reinforcement. And, the reinforcement must be systematically and consistently applied.

There are several powerful and effective reinforcement procedures interwoven into the PI Program. Most important is the reinforcement or satisfaction the pupil receives when he successfully masters a module. Coupled with the inner feeling of achievement, the pupil also receives the verbal praise of the teacher.

The opportunity to teach a peer is another highly prized reinforcer. Probably the most potent reinforcement occurs as the peer instructor watches his pupil successfully pass a module.

Some pupils, because of various causes, find the intrinsic rewards described above as inadequate. For this reason several external motivational practices are employed. A star can be placed on the pupil's PI Progress Chart for the completion of each task. Mastery of a module earns a star on the class Module Monitor.

The most highly regarded external reinforcer is the PI badge. When the pupil functions in the capacity of a peer instructor, he is entitled to wear a PI badge. Each time the peer instructor successfully teaches another pupil a star or hash mark can be placed on his badge. The accumulated stars or hash marks on the PI badge attest to the pupil's competency as a teacher and become a source of pride to the pupil. It should be noted, in this case, that the pupil is not being primarily reinforced for his own learning, but rather for teaching someone else.

Another useful and effective practice is that of marking the numbers of the completed modules on the PI's badge. This provides recognition to the pupil with respect to his progress in the program. From the teacher's point of view, a quick glance can tell which modules a given pupil is qualified to teach. This information, quickly obtained, can be helpful in assigning peer instructors to pupils.

## QUALITY CONTROL

Associated with each task is a proficiency test termed the Quality Control Check List. This is a test of the pupil's ability to perform the desired skills. As stated earlier, skill performance (learning) is judged on a pass-fail basis. In order to successfully complete both a task and a module, mastery at the 100% level is required of the pupil.

## PI DIRECTIONS

Once a pupil achieves mastery of a given module, he becomes a peer instructor (PI) for the next pupil entering that module. It is the peer instructor's responsibility to teach his pupil the skills of the module and bring him to mastery.

To assist the peer instructor in his teaching a set of PI Directions is provided. These directions serve as a memory aid for the peer instructor so that he does not omit important content or learning sequences his pupil must acquire.

## SPECIAL FEATURES OF PROGRAM

The PI Program incorporates several principles basic to learning and the systems analysis approach into an effective instructional system. As such, each aspect of the system is interdependent and necessary for effective functioning and for realizing the greatest yield in pupil learning.

1. Performance orientation. The keynote of significant improvement in learning is a clear specification of what the pupil is expected to learn. The learning process then, must focus on pupil performance objectives. The pupil must actively participate in the process, performing activities rather than hearing or reading about them. The evaluation of proficiency, correspondingly, must focus on the pupil's ability to perform the various skills that make up the task rather than answer questions about these tasks.

2. Learning in a functional context. In learning skills to be applied in particular circumstances (reading), pupils will, in general, learn better and faster if those circumstances are present in the learning situation. This would avoid an undesirable temporal separation of receiving information and putting the information into practice.

3. Individualized instruction. For various reasons, including differential aptitude, some pupils are capable of learning faster than others. Instructional methods, such as the group presentation, that fix the pace at which learning must take place, leave some pupils behind and bore others. Consequently, self-pacing is desirable.

4. Feedback. Teaching methods that permit only delayed feedback to the pupil (a unit test, for example) compound mislearning and often produce negative effects on motivation. It is always preferable for pupils to experience a sense of security in what they have already learned before they proceed to learn something else. This implies that accurate feedback should be presented to pupils at the earliest possible moment and at each critical step of the learning process. Feedback, therefore, must be both rapid and detailed.

5. Peer instruction. Research has shown that peers can be extremely useful and effective in the performance of instructional duties. Having just learned a set of skills, the peer instructor is particularly well acquainted with the skills. With regard to teaching, peers also have "a way" of teaching each other. In other words, they have a communication system that is immensely more effective than that between a teacher and a pupil. Empirical evidence reveals that not only do peers do a more effective job of teaching, but they do it in a shorter period of time.

6. Absolute criterion. The weakness of fixed-pace teaching methods is clearly evidenced by the frequency with which large numbers of pupils fail to master the skills they are being taught. Clearly, then, the crucial aspect of the instructional system is its insistence on mastery at the 100% level. To accept anything less than the absolute criterion is to court a steady and progressive deterioration in the functioning of the system. Error is compounded by error until pupil learning takes on a meaningless function.

Additionally, since the system comprises a series of modules, each of which is necessary for success in succeeding modules, mastery must be maintained to avoid the deleterious effects of mislearnings that may appear in later learning.

## RANGE OF UTILITY

While the PE Program is designed primarily for use from kindergarten through grade 6, with slight modifications it can be used with pupils in pre-school, junior and senior high school, and adult education programs.

In pilot studies across a wide range of pupil abilities the program has been found to be successful for pupils with learning disabilities, emotional disorders and educational disadvantage.

With respect to utilization in the classroom, the program will stand by itself as the sole source of instruction. Or, the program can be used as a means of re-cycling pupils who, after conventional instruction, have not mastered the content.

P. I. P.

THE PEER INSTRUCTION PROGRAM

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- Task a Identify consonants
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Task a -a-, -i- Discrimination

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Task a Identify vowel

Task b Check Book

Task c -a-, -i-, -u-, -o-, -e- Discrimination

OBJECTIVES

1. Point to complete column.

3. Name letter only.

4. Have the pupils listen and watch your lips as you say each sentence before they attempt to say the sentence. Always start at the top of the chart (or with the first sound of the module).

5. Give each of these sounds out of order on the chart.

6. Example of a mistake: "This is a pig." (give sound of g-). Always start at the top. The pupil will begin to see and hear the visual-aural pattern.

7. Write sound on scrap paper (not necessary to keep).

OBJECTIVES

1. Shown the consonant chart, the pupil will point to the first column and identify the letters/as whisper sounds.
2. Given the five whisper sounds (p-, wh-, f-, th-, t-) the pupil will respond by saying that these are whisper sounds because the voice box is not used. The teeth, tongue, lips and jaws are used.
3. Shown the consonant chart, the pupil will say the names of the letters for the five whisper sounds, (p-, wh-, f-, th-, t-) in the order in which they appear on the chart with no errors.
4. Given a consonant sound, the pupil, in reciting, will precede each sound with the sentence:

p-	"This is a pig."	(Give sound of p)
wh-	"This is a wheel."	(Give sound of wh)
f-	"This is a fan."	(Give sound of f)
th-	"This is a three."	(Give sound of th)
t-	"This is a top."	(Give sound of t)
5. Given any of the first five (5) whisper sounds, the pupil will point to the correct sound on the consonant chart with no errors.
6. Given any of the first five (5) whisper sounds deliberately incorrect, the pupil will identify the mistake and correct it.
7. Shown five (5) picture cards, each beginning with a different whisper sound, the pupil will write each beginning letter sound.

QUALITY CONTROL

1. Teacher will point to each sound. Pupil will give sound.

\*ALWAYS DATE QUALITY CONTROL CHECK-OFFS

3. The pupils may use regular writing paper for their written test. The same paper may be used for the first six modules and can be placed in pupil's own folder.

Teacher should use these test words in a sentence as well as in isolation.

2.

1. The pupil will be learning about the  
2. The pupil will be learning about the

3. The pupil will be learning about the  
4. The pupil will be learning about the

1. The pupil will be learning about the
2. The pupil will be learning about the
3. The pupil will be learning about the
4. The pupil will be learning about the
5. The pupil will be learning about the
6. The pupil will be learning about the
7. The pupil will be learning about the
8. The pupil will be learning about the
9. The pupil will be learning about the
10. The pupil will be learning about the

When the pupil has completed his mastery, he may check off  
Module 1, Task a, on the Pupil's Progress Chart."

OBJECTIVES

1. The pupil points to each picture while the P.T. reads each picture.
2. After each page is read, the pupil will write the consonant letter for only the "leg" picture words. The other will be left blank.

QUALITY CONTROL

1. The pupil gives the sound as he points to each picture. It is not necessary to name each picture. If pupil has failed to mark a picture, the teacher should correct it. The P.T. should read the picture and the pupil should write the letter. The teacher should correct the letter (even the next one) and the pupil should write the letter.



MODULE 1  
Task b

WORKSHEETS: p-, wh-, f-, th-, t-

OBJECTIVES

1. Given a worksheet for each sound (p-, wh-, f-, th-, t-), the pupil will mark only the pictures that begin with the same sound as the key pictures after each worksheet is read orally.

MODULE 1  
Task b

QUALITY CONTROL

1. When all five (5) pages of worksheets are completed, the pupil gives his work to the teacher to be corrected. PI is present during this Quality Control step.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 1, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 1 on the Module Monitor. (See Appendix A)

OBJECTIVES

It is not necessary to include, as a task, the definition of a whisper sound, but pupils need to be reminded that Module 2 sounds are whisper sounds.

1. Name letter only.

2. Have pupils listen and watch your lips, as you say each sentence, before they attempt to say the sentence.

3. Give each sound - out of the order on the chart.

4. Always use complete sentences and start at the beginning of the module sound (s-).

Example: "This is a saw." (Give sound of s-)

5. May write sound on scrap paper. (Not necessary)

OBJECTIVES

1. Shown the consonant chart containing letter sounds (s-, sh-, ch-, k-, h-) the pupil will say the names of the letters in the order in which they appear on the chart with no errors.
2. Given a consonant sound, the pupil, in reciting, will precede each sound with the sentence:  

s-	"This is a saw."	(Give sound of s)
sh-	"This is a ship."	(Give sound of sh)
ch-	"These are cherries."	(Give sound of ch)
k-	"This is a key."	(Give sound of k)
h-	"This is a horn."	(Give sound of h)
3. Given any of the consonant sounds (s-, sh-, ch-, k-, h-) the pupil will point to the correct letters on the consonant chart with no errors.
4. Given any of the five (5) whisper sounds, deliberately incorrect, the pupil will identify the mistake and correct it.
5. Shown five (5) picture cards, each beginning with a different whisper sound, the pupil will write the beginning letter sound with no errors.

QUALITY CONTROL

1. Teacher points to sound on chart.
2. Test can be taken on same paper as Module 1.

MODULE 2  
Task a

QUALITY CONTROL

1. The pupil will pronounce each of the five sounds (s-, sh-, ch-, k-, h-) correctly.
2. The pupil will write the beginning sound for each whisper sound pronounced by the teacher.

1.	spring	s-
2.	keen	k-
3.	cheese	ch-
4.	shake	sh-
5.	heard	h-
6.	charm	ch-
7.	keg	k-
8.	shoe	sh-
9.	hatch	h-
10.	soft	s-

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 2, Task a, on "My P.I.P. Progress Chart."

MODULE 2  
Task b

TEACHER DIRECTIONS

OBJECTIVES

1. Follow directions for Module 1, Task b.

If a pupil writes a k sound for a c spelling, credit may be given. This is not a test of spelling.

MODULE 2  
Task b

QUALITY CONTROL

1. Follow directions for Module 1, Task b; Quality Control

MODULE 2  
Task b

WORKSHEETS: s-, sh-, ch-, k-, h-

OBJECTIVES

1. Given a worksheet for each sound (s-, sh-, ch-, k-, h-) the pupil will mark only the pictures that begin with the same sound as the key picture after each worksheet is read orally.

MODULE 2  
Task b

QUALITY CONTROL

1. When all five (5) worksheets of Module 2 are completed, the pupil gives his work to the teacher to be corrected. The PI is present during this Quality Control phase.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 2, Task b, on "My P.I.P. Progress Chart."



## Note:

There will be a test for beginning and ending sounds at the end of each of the four columns of the chart.

1. This test may also be taken on the same paper as Module 1, Task a, and Module 2, Task a.

Again, use word in a sentence as well as in isolation.

2. The ending sounds used in all of the consonant modules are the ones most frequently missed. This type of lesson is excellent for auditory discrimination.

MODULE 2  
Task c

BEGINNING AND ENDING CONSONANTS  
FOR WHISPER SOUNDS

OBJECTIVES

1. Given a series of pictures that begin and end with whisper sounds, the pupil will write the beginning and ending whisper sound for each picture with no errors.

MODULE 2  
Task c

QUALITY CONTROL

1. The pupil will write the beginning and ending whisper sounds for each word pronounced by the teacher.

1.	thought	th	-	t
2.	what	wh	-	t
3.	speech	s	-	ch
4.	tap	t	-	p
5.	huff	h	-	f
6.	chart	ch	-	t
7.	plump	p	-	p
8.	feast	f	-	t
9.	taught	t	-	t
10.	kept	k	-	t

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 2, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks, a, b, and c are completed, check off Module 2 on the Module Monitor.

OBJECTIVES

1. Pupil should point to the complete second column.
2. Make sure the pupil can feel the vibrations on throat.
3. Pupil names letters only.
4. Have pupils listen and watch your lips. They should place their hands on throats to feel vibrations when they say sentence.
5. Use complete sentences and the order of the chart.
6. You may use Phonovisual picture cards.

OBJECTIVES

1. Shown the consonant chart the pupil will point to the second column and identify them as voiced sounds with no errors.
2. Given the five (5) voiced sounds (b-, w-, v-, th-, d-) the pupil will respond by saying that these are voiced equivalents of the whisper sounds because the voice box is used. The pupil will also place his hand on the voice box to feel the vibrations.
3. Shown the consonant chart, the pupil will say, by name, the letters of the five (5) voiced sounds (b-, w-, v-, th-, d-) in the order in which they appear on the chart with no errors.
4. Given the voiced sounds from the consonant chart, the pupil, in reciting, will precede each sound with the sentence:

b-	"This is a bear."	(Give sound of b)
w-	"This is a wagon."	(Give sound of w)
v-	"This is a valentine."	(Give sound of v)
th-	"This 'this'."	(Give sound of th)
d-	"This is a duck."	(Give sound of d)
5. Given any of the five (5) voiced sounds, the pupil will point to the correct sound on the consonant chart with no error.
6. Given any of the first five (5) voiced sounds (b-, w-, v-, th-, d-) deliberately pronounced incorrect, the pupil will identify the mistake and correct it.
7. Shown five (5) picture cards, each beginning with a different voiced sound, the pupil will write the beginning letter sound with no errors.

MODULE  
Task 2

TEACHER DIRECTIONS

QUALITY CONTROL

1. Point to sound on chart.  
Pupil responds.

Refer to Module 1 and 2.  
Test paper.

QUALITY CONTROL

1. The pupil will pronounce each of the five (5) sounds (b-, w-, v-, th-, d-) correctly.
2. The pupil will define a voiced sound as using teeth, tongue, lips, and jaw - and voice box.
3. The pupil will write the beginning sound for each voiced sound pronounced by the teacher with no errors.

1.	victor	v-
2.	breeze	b-
3.	there	th-
4.	world	w-
5.	drive	d-
6.	they	th-
7.	drop	d-
8.	blew	b-
9.	verse	v-
10.	wag	w-

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off/initial 3, "Master", or "My P.I.P. Program Chart."

MODULE 3  
Task b

TEACHER DIRECTIONS

OBJECTIVES

1. Follow previous directions.

MODULE 3  
Task b

QUALITY CONTROL

1. Follow previous directions.



MODULE 3 : WORKSHEETS: b-, w-, v-, th-, d-  
Task b

OBJECTIVES

1. Given a worksheet for each sound (b-, w-, v-, th-, d-) the pupil will mark only the pictures that begin with the same sound as the key picture after each worksheet is read orally.

MODULE 3  
Task b

QUALITY CONTROL

1. When all five (5) worksheets of Module 3 are completed, the pupil will give his work to the teacher to be corrected. The PI is present during this Quality Control step.

When the pupil achieves 100% mastery, he may check off Module 3, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 3 on the Module Monitor.

OBJECTIVES

1. Follow previous directions.  
Name letter.

2. - 4.

Do the same as you did for Module 1, 2, and 3.

5. Picture Cards from Phonovisual.

OBJECTIVES

1. Shown a consonant chart containing the voiced sounds (z-, j-, g-) the pupil will identify each letter in the order they appear on the chart with no errors.
2. Given a consonant sound, the pupil, in reciting will precede each sound with the sentence:  

z-	"This is a zebra."	(Give sound of z)
j-	"This is a jar."	(Give sound of j)
g-	"This is a goat."	(Give sound of g)
3. Given any of the three (3) voiced sounds (z-, j-, g-) the pupil will point to the correct letter on the consonant chart with no errors.
4. Given any of the three (3) voiced sounds (z-, j-, g-) deliberately incorrect, the pupil will identify the mistake and correct it.
5. Shown three (3) picture cards, each beginning with a different voiced sound, the pupil will write the beginning letter sound with no errors.

MODEL 1

TEACHER INSTRUCTION

THE

TEACHER INSTRUCTION

1. Follow previous quality control instructions.

MODULE 4  
Task a

QUALITY CONTROL

1. The pupil will pronounce each of the three voiced sounds (z-, j-, g-) correctly.
2. The pupil will write the beginning sound for each voiced sound pronounced by the teacher with no errors.

1.	zinna	z-
2.	gift	g-
3.	jig	j-
4.	game	g-
5.	zero	z-
6.	grin	g-
7.	joy	j-
8.	zinc	z-
9.	gain	g-
10.	jog	j-

TASK COMPLETION

When the pupil achieves 100% mastery, he may proceed to  
Module 4 Task b on My P.P.P. Progress Chart.

MODULE 4  
Task b

TEACHER DIRECTIONS

MODULE 4  
Task b

QUALITY CONTROL

1. Follow previous instructions.

MODULE 4  
Task b

WORKSHEETS: z-, j-, g-

OBJECTIVES

1. Given a worksheet for each of the sounds (z-, j-, g-) the pupil will mark only the pictures that begin with the same sound as the key picture - after each worksheet is read orally.

MODULE 4  
Task b

QUALITY CONTROL

1. When all three worksheets of Module 4, Task b, are completed, the pupil will give his work to the teacher to be corrected. The PI is present during this Quality Control step.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 4, Task b, on "My P.I.P. Progress Chart."



MODULE 4  
Task c

TEACHER DIRECTIONS

MODULE 4  
Task c

QUALITY CONTROL

1. Follow directions for Module 2, Task c,  
Quality Control.

# MODULE 4

# BEGINNING AND ENDING SOUNDS

## Task c

### OBJECTIVES

1. Shown a series of pictures, the pupil will write the beginning and ending for each picture with no errors.

# MODULE 4

# QUALITY CONTROL

## Task c

1. The pupil will write the beginning and ending sound for each word pronounced by the teacher with no errors.

1. vanish	v - sh
2. that	th - t
3. jerk	j - k
4. grass	g - s
5. both	b - th
6. watch	w - ch
7. jot	j - t
8. zip	z - p
9. vouch	v - ch
10. zest	z - t

### TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 4, Task c, on "My P.I.P. Progress Chart."

### MODULE COMPLETION

When Task a, b, and c, are completed check off Module 4, on the Module Monitor.

OBJECTIVES

2. Make sure each pupil can feel the nasal vibrations.

4. -ng is an ending sound because the line (-) is before the sound letters.

5. This chart may be printed on the board. It is important here that the pupil sees and hears the difference between the endings.

6. - 9.  
Follow same as previous directions.

OBJECTIVES

1. Shown a consonant chart the pupil will point to the third column and identify the letters as nasal sounds with no error.
2. Given any of the three (3) nasal sounds, the pupil will respond by saying that these are nasal sounds because of the vibration felt by placing his finger along side of his nose when making the sound of m-, n-, -ng.
3. Shown the consonant chart above, the pupil will say the names of the letters of the nasal sounds (m-, n-, -ng) with no errors.
4. Shown the -ng sound on the consonant chart, the pupil will say that -ng is used only as an ending sound. (The dash (-) preceding the -ng indicates that the sound is an ending one.)
5. Given the Module 5, Task a, discrimination chart, the pupil will repeat each word partner pronounced by the teacher with no errors.  
  
(See discrimination chart on next page.)
6. Given the nasal sounds (m-, n-, -ng) the pupil, in reciting, will precede each sound with the sentence:  
  
    m-     "This is a monkey."     (Give sound of m)  
    n-     "This is a nest."     (Give sound of n)  
    -ng    "This is a swing."     (Give sound of -ng)
7. Given any of the three (3) nasal sounds (m-, n-, -ng) the pupil will point to the correct sound on the consonant chart with no errors.
8. Given any of the three (3) nasal sounds deliberately pronounced incorrect, the pupil will identify the mistake and correct it.

QUALITY CONTROL

3. Pupil may need help with the first column, but must be able to add the -ng sound in the second column.

MODULE 5  
Task a

CONSONANTS: m-, n-, -ng

OBJECTIVES

9. Shown a series of picture cards, each with a different nasal sound, the pupil will write the nasal sound with no errors.

MODULE 5  
Task a

QUALITY CONTROL

1. The pupil will pronounce each of the three (3) nasal sounds correctly.
2. The pupil will define a nasal sound with no error.
3. The pupil will read the Module 5, Task a, discrimination chart with no errors.
4. The pupil will write the nasal sound for each word pronounced by the teacher with no errors.

1.	move	m-
2.	new	n-
3.	mask	m-
4.	rang	-ng
5.	noise	n-
6.	thing	-ng
7.	long	-ng
8.	mouth	m-
9.	sing	-ng
10.	had	n-

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 5, Task a, on "My P.I.P. Progress Chart."

## TEACHER DIRECTIONS

### OBJECTIVES

1. Follow same as previous directions.

MODULE 5  
Task b

### QUALITY CONTROL

1. Follow same as previous directions.

MODULE 5  
Task b

WORKSHEETS: m-, n-, -ng

OBJECTIVES.

1. Given a worksheet for each nasal sound, the pupil will mark only the pictures that have the same sound as the key picture - after each worksheet is read orally.

MODULE 5  
Task b

QUALITY CONTROL

1. When all three (3) worksheets of Module 5, Task b, are completed, the pupil will give his work to the teacher to be corrected.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off, Module 5, Task b, on "My P.I.P. Progress Chart."



MODULE 5  
Task c.

TEACHER DIRECTIONS

OBJECTIVES

1. Follow directions for Module 2, Task c.

OBJECTIVES

1. Shown a series of pictures, the pupil will write the beginning and ending sounds for each picture with no errors.

MODULE 5

QUALITY CONTROL

Task c

1. The pupil will write the beginning and ending sounds for each word pronounced by the teacher with no errors.

1. sang	s - ng
2. drum	d - m
3. green	g - n
4. thing	th - ng
5. north	n - th
6. dong	d - ng
7. bloom	b - m
8. chicken	ch - n
9. should	sh - d
10. plan	p - n

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 5, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a, b, and c, are completed, check off Module 5 on the Module Monitor.

OBJECTIVES

2. The -x ending is really two whisper sounds, ks.  
The qu- sound is the same as kw.

OBJECTIVES

1. Shown a consonant chart, the pupil will point to the fourth column and identify the letters as combination sounds with no error.
2. Given the sounds of column four, the pupil will describe combination sounds as using both whisper, voiced, and ending sounds.
3. Shown the consonant chart, the pupil will identify, by saying, the combination letter names in the order in which they appear on the chart with no errors.
4. Given a consonant sound, the pupil, in reciting, will precede each sound with the sentence:

qu-	"This is a queen."	(Give sound of qu)
l-	"This is a leaf."	(Give sound of l)
r-	"This is a rabbit."	(Give sound of r)
y-	"This is a yard."	(Give sound of y)
-x	"This is a box."	(Give sound of -x)
5. Given any of the five (5) combinations sounds on the consonant chart, the pupil will point to the correct sound with no errors.
6. Given any of the combination sounds deliberately pronounced incorrect, the pupil will identify the mistake and correct it.
7. Shown a series of picture cards, each with a different combination sound, the pupil will write the sound with no error.

MODULE 6  
Task a

TEACHER DIRECTIONS

QUALITY CONTROL

1. - 3.

Follow previous directions.

MODULE 6

Task a

QUALITY CONTROL

1. The pupil will pronounce each of the five (5) combination sounds correctly.
2. The pupil will define a combination sound.
3. The pupil will write the combination sound for each word pronounced by the teacher:

1. learner	l-
2. younger	y-
3. risk	r-
4. quarrel	qu-
5. lunch	l-
6. wax	-x
7. guilt	gu-
8. fox	-x
9. yawn	y-
10. reach	r-

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 6, Task a, on "My P.I.P. Progress Chart."

MODULE 6  
Task b

TEACHER DIRECTIONS

OBJECTIVES

1. Follow previous directions.

MODULE 6  
Task b

QUALITY CONTROL

1. Do not mark wrong any ks sound the pupil gives for the -x spelling, i.e. sticks, books, socks, locks, sacks. Although the spelling is incorrect, pupils are still hearing the correct sound, which is more important than spelling at this point.

OBJECTIVES.

1. Given a worksheet for each of the combinations sounds, the pupil will mark only the pictures that begin with the same sound as the key picture after each worksheet is read orally.

1. When all five (5) pages are completed, the pupil gives his work to the teacher to be corrected.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 6, Task 1, on "My F.I.P. Progress Chart."



MODULE 6  
Task c

TEACHER DIRECTIONS

OBJECTIVES

1. Follow previous directions.

MODULE 6  
Task c

QUALITY CONTROL

1. Follow previous directions.

MODULE 6  
Task c

BEGINNING AND ENDING SOUNDS

OBJECTIVES

1. Shown a series of pictures, containing beginning and ending sounds, the pupil will write the beginning and ending for each picture with no errors.

MODULE 6  
Task c

QUALITY CONTROL

1. The pupil will write the beginning and ending sound for each word pronounced by the teacher with no errors.

1.	youth	y - th
2.	roast	r - t
3.	lunch	l - ch
4.	mix	m - x
5.	room	r - m
6.	leaf	l - f
7.	yearn	y - n
8.	quiet	qu - t
9.	round	r - d
10.	quick	qu - k

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 6, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a, b, and c are completed, check off Module 6 on the Module Monitor.

OBJECTIVES

1. Point to ee on chart.
2. Explain to pupil that ee says e (it's own name).
3. Auditory pattern - give sounds in isolation  
sh ee p. Pupil can use board, if handy, or  
scrap paper.
4. Same as No. 3.
5. Write on board or paper to show pupil.
6. Put on board or paper. Pupil may write on same.
7. It is not necessary for the pupil to read all 64 "ee"  
words. Make sure pupils know the meanings of the  
less frequently used words as some will be used later  
in the booklet they will read and illustrate. You  
may pick the words at random or use the entire list.  
Do at least 24 words. Keep in mind that for some  
pupils this will be their first time blending sounds.  
This is also an excellent review of previously taught  
consonants.

OBJECTIVES

1. Shown the vowel -ee- on the vowel chart, the pupil will identify the vowels as the letter ee with no errors.
2. Given the ee in the word, tree, the pupil will identify the ee sound by saying the long e sound with no error.
3. Given the word sh ee p in an auditory pattern, the pupil will write the sh sound first, the ee sound second, and the p sound last with no errors.
4. Given the word keep, the pupil will write the three (3) auditory sounds (k- ee -p) with no errors.
5. Shown the words meet, seed and keep the pupil will pronounce the sounds of each word slowly so as to blend the sounds into the correct pronunciation. Then the pupil will repeat the blending sound a second time at a more rapid rate with no errors.
6. Given the word keep, the pupil will change the word to peep by substituting a p for the k. The pupil will also underline the vowel ee.

Change peep to say sheep.

Change sheep to say sheet.

Underline the vowel ee in each word.

7. Given a list of 64 ee words, the pupil will orally make up a sentence for each of 24 selected words. The word must be used correctly in each sentence.

RULE 7

TEACHING READING

SK 2

RULE 7

QUALITY CONTROL

SK 2

Pupil will read each word.

This test may be taken on regular writing paper and kept in pupil's folder. For some of the younger pupils it is helpful to have them underline the "ee" vowel pattern in the word.

MODULE 7

Task a

OBJECTIVES

CHART 1

peel	seen	bee	feet
peep	seep	beef	heed
queen	sheep	beet	heel
reed	sheet	cheek	jeep
reef	teeth	deed	keen
reel	wee	deep	keep
see	weed	eel	meek
seed	week	fee	meet
seek	weep	feed	need
seem	wheel	feel	peek
sleep	steep	bleed	glee
sleet	street	breed	green
speech	sweep	creek	greet
speed	sweet	creep	screech
spleen	three	flee	screen
steel	tree	fleet	sleek

MODULE 7

Task a

QUALITY CONTROL

1. Using the Module 7 ee chart, the pupil will read aloud each word on the chart without error.
2. Using the list of words containing the ee vowel pattern below, the pupil will write each word from dictation with no errors.

1. creep
2. eel
3. fleet
4. leech
5. meek
6. reef
7. screen
8. sleet
9. tree
10. weep

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 7, Task a, on "My P.I.P. Progress Chart."

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MODULE 7  
Task b

OBJECTIVES

1. Given THE PEEK BOOK, the pupil will read the sentence on each page. On the opposite page the pupil will draw a picture that illustrates the sentence.

MODULE 7  
Task b

QUALITY CONTROL

1. The pupil will read each sentence aloud from THE PEEK BOOK.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off MODULE 7, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 7 on the Module Monitor.



OBJECTIVES

1. Letter recognition - the letter -a- as a vowel.
2. Use chart, or put on board, whichever is most convenient for you.
3. Point to each a- on the chart and pronounce the short a sound. Then going over the chart again, deliberately make a mistake in pronunciation at random. Go through the list several times.
4. Write a- on the board. Say "at". Have pupil add a 't' to the a- on the board. Next, say "am" - pupil will add 'm' to the a-. Continue until all six are written. Some pupils will need more practice than others. Note the line (-) after each of the a's. Remind pupil that the line means a consonant is missing.
5. / Erase board and have pupil write the six words from dictation. Pupil may write on board or paper.

VOWEL: -a- as in CAT

### OBJECTIVES

When the vowel -a- on the vowel chart, the pupil will identify the vowel -a- (as in cat).

Show the series of a's written on Chart 1.

### CHART 1

Repeat the series of a's as in cat, and say the word cat. The pupil will say the word cat.

When the pupil has identified the vowel -a- on the vowel chart, the teacher will say the word cat and the pupil will say the word cat.

Show the series of a's written on Chart 1 and give a word from dictation. The pupil will write the missing letters in the word.

### CHART 2

at  
am  
an

and  
ask  
ant

Given the following words (at, am, an, and, ask, ant) from dictation, the pupil will write each word correctly.

MODULE 8  
Task a

TEACHER DIRECTIONS

OBJECTIVES

6. Pupil should read list orally. Make sure he knows the meaning of all the words.

MODULE 8  
Task a

QUALITY CONTROL

1. Pupil will orally read each word.

MODULE 7  
Task a

CHART 1

6. Shown the short -a- words below, the pupil will pronounce each word correctly by blending the sounds together.

CHART 2

lap  
hat  
sad  
bag  
cap  
man  
an  
lamp  
rap  
fat  
camp  
wag  
can  
last  
pal  
and  
pan  
sap

fan  
land  
sail  
bat  
gas  
map  
at  
hard  
tap  
am  
fact  
tap  
ham  
rag  
clap  
back  
pat  
sand

cat  
ask  
rat  
bad  
add  
nap  
dad  
lad  
band  
had  
ran  
lag  
cab  
mad  
slap  
mat  
pad  
past

MODULE 8  
Task a

QUALITY CONTROL

1. Shown the short -a- Quality Control chart below, the pupil will pronounce each word by blending the sounds with no errors.

MODULE 8 - QUALITY CONTROL CHART

wax  
sand  
clap  
gab  
and

cash  
whack  
raft  
slam  
hash

MODULE 8  
Task a

TEACHER DIRECTIONS

QUALITY CONTROL

2. Words may be written on test paper used for Module 7.

MODULE 8  
Task a

QUALITY CONTROL

2. Given the following short -a- words from dictation, the pupil will write each word with no errors.

pad  
lamp  
blast  
an  
gas

back  
tab  
ham  
tax  
trash

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 8, Task a, on "My P.I.P. Progress Chart."

OBJECTIVES

1. Help pupil with any words he is having trouble with! Stress that the picture should show what the sentence says. They may be colored, etc. (These booklets are for the pupils to keep after the quality control check.)

MODULE 8  
Task b

OBJECTIVES

1. Given THE MAD BOOK, containing short a vowels, the pupil will read each sentence. On the opposite page he will draw a picture that illustrates the sentence.

MODULE 8  
Task b

QUALITY CONTROL

1. The pupil will read each sentence aloud from THE MAD BOOK with no errors.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 8, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 8 on the Module Monitor



OBJECTIVES

1. Letter recognition. The letter -i- as a vowel.
2. These letters may be put on the board, if it is easier. Note the line (~). The line is where the consonants will be placed.
3. Point to each i and say the short i sound. Deliberately make a mistake at random. Have the pupil raise his hand when he hears the wrong sound, and correct it.
4. Use scrap paper - or the board for pupil to write the words.
5. Use new scrap paper - or erased board to write words from dictation.

OBJECTIVES

1. Shown the vowel -i- on the vowel chart, the pupil will identify the vowel as the letter i (as in fish).
2. Shown a series of -i-'s on Chart 1:

CHART 1

i-	i-
i-	i-
i-	i-

the pupil will repeat the short i sound (as in fish) with no errors after the teacher points to each -i- and says the sound.

3. Using the series of -i-'s (see No. 2 above) the teacher will point to each -i- and pronounce some of the letters correctly and some will be pronounced incorrectly. The pupil must identify and correct the incorrect pronunciations.
4. Given the -i- columns on Chart 1 and given a word from dictation, the pupil will write the missing letter(s) with no errors.

CHART 2

in	fish
if	him
it	pig

5. Given the following words (in, if, it, fish, him, pig) from dictation, the pupil will write each word with no errors.

OBJECTIVES

6. Pupil should know the meanings of each of these words.

OBJECTIVES

6. Shown the short i words below, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

is  
hid  
limp  
rid  
bib  
pig  
his  
bid  
pin  
him  
in  
fill  
did  
ill  
fit  
hit  
bit  
lift

it  
sip  
lip  
risk  
milk  
lid  
dip  
till  
kiss  
tin  
dim  
fist  
sit  
mill  
kill  
sift  
miss  
fin

dig  
rib  
pit  
hip  
big  
lit  
bill  
if  
hint  
rim  
silk  
will  
bill  
rip  
wig  
tip  
pill  
win

MODULE 9  
Task a

TEACHER DIRECTIONS

QUALITY CONTROL

1. Read orally.

2. Pupil may use test paper in folder to write words.

MODULE 9

Task a

QUALITY CONTROL

1. Shown the short i chart below, the pupil will pronounce each word by blending the sounds with no errors.

SHORT i CHART

fix  
wig  
chin  
grip  
rim

zip  
pitch  
silk  
trick  
shrimp

2. Given the following short i words from dictation, the pupil will write each word with no errors.

spin  
rip  
print  
mix  
rich

bib  
grit  
him  
sing  
win

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 9, Task a, on "My P.I.P. Progress Chart."

OBJECTIVES

1. Again, help may be given for any word a pupil does not know. Encourage pupils to read each sentence carefully - watching for words like on, in, over, etc. These words can affect the pictures.

MODULE 9  
Task b

OBJECTIVES

1. Given THE IN BOOK, containing short i vowels, the pupil will read the sentence on each page. On the opposite page he will draw a picture that illustrates the sentence.

MODULE 9  
Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE IN BOOK with no errors.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 9, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 9 on the Module Monitor.



OBJECTIVES

1. This is for auditory discrimination. Read each word orally. The Pupil must point to the correct vowel - a or i.

2. Read each word. The pupil will write only the correct vowel, a or i, for each word dictated. Use scrap paper - or the board. Some pupils are going to need more practice than others. For those pupils, refer to the short vowel lists in the modules.

OBJECTIVES

1. Given a series of words orally containing short a and i (see below), the pupil will point to the correct vowel on the vowel chart.

CHART 1

glad  
stick  
skim  
flag  
crab

twist  
blimp  
class  
grim  
grab

2. Given a list of words containing short a and i, the pupil will write the correct vowel for each word.

CHART 2

pit  
skip  
last  
trim  
brand

flip  
clam  
slid  
crack  
fact

MODULE 10  
Task a

TEACHER DIRECTIONS

QUALITY CONTROL

1. Pupil writes only the correct vowel sound.  
Use own test paper in folder.

n

MODULE 10

Task a

QUALITY CONTROL

1. Given a series of words containing short -a- and -i- from dictation, the pupil will write the correct short vowel sound for each word.

- |          |          |
|----------|----------|
| 1. grass | 5. stag  |
| 2. drill | 6. scan  |
| 3. slick | 7. frisk |
| 4. yam   | 8. vast  |
| 5. glint | 9. whisk |

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 10, Task a, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Task a, is completed, check off Module 10 on the Module Monitor.

OBJECTIVES

1. Letter identification - the letter -a- which is the vowel in duck.
2. These may be put on the board if more convenient. Watch the line (-) representing a consonant sound. Make sure pupil knows what the (-) means.
3. Deliberately make a mistake on one vowel while going through list. Have pupil raise hand when he hears the incorrect sound. Go through the list several times.
4. Use scrap paper or board. Have pupil listen carefully to see if the consonants come before or after the vowel sound.
5. Use either paper - or the board.

OBJECTIVES

1. Shown the vowel -u- on the vowel chart, the pupil will identify the vowel as the letter u (as in duck).
2. Shown a series of -u-'s on Chart 1:

CHART 1

u-	u-
u-	u-
-u-	-u-

the pupil will repeat the sound of -u- (as in duck) after the teacher points to each -u- and says the sound.

3. Using the series of -u-'s (see No. 2 above) the teacher will point to each -u- and pronounce some of the letters correctly and some will be pronounced incorrectly. The pupil must identify and correct the incorrect pronunciations.
4. Shown the -u- columns on Chart 1 and given a word from dictation, the pupil will write the missing letter(s) with no errors.

CHART 2

up	rug
us	dust
cup	spun

5. Given the following words (up, us, cup, rug, dust, spun) from dictation, the pupil will write each word with no errors.

OBJECTIVES

6. Make sure pupil knows the meaning of each of these short u words - as well as being able to sound them out.

OBJECTIVES

6. Shown the short -u- words below, the pupil will pronounce each word with no errors by blending the sounds together.

CHART 3

hub  
hut  
pump  
rug  
tub  
hug  
rub  
bug  
lump  
but  
sum  
gum  
dug  
bud  
gun  
run  
rust  
runt

us  
must  
fuss  
hump  
mug  
lug  
up  
dump  
suds  
rut  
mud  
puff  
sun  
pup  
tuck  
bum  
cuff  
dull

hum  
fund  
muss  
mumps  
fun  
tug  
bump  
cup  
bunt  
dust  
nut  
sulk  
bun  
cub  
luck  
bus  
cut  
duck



QUALITY CONTROL

1. Point to each word: Pupil should pronounce the words without hesitation.
2. Pupil may take test on test paper kept in his folder.

MODULE 11  
Task a

QUALITY CONTROL

1. Shown the short -u- chart below, the pupil will pronounce each word with no errors by blending the sounds.

MODULE 11 - QUALITY CONTROL CHART

rust  
cuff  
luck  
bug  
drum

bus  
lunch  
bump  
nut  
cup

2. Given the following short u words from dictation, the pupil will write each word with no errors.

rush  
cut  
sum  
bud  
rut

plug  
fun  
pump  
must  
trust

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 11, Task a, on "My P.I.P. Progress Chart."

Task 2

PRINCIPLES OF INSTRUCTIONS

PRINCIPLES

1. Follow directions given for the other booklets.

Give the children a copy of the words  
on each page and ask them to draw a picture  
that illustrates the meaning.



OBJECTIVES

1. This is for auditory discrimination of the three vowels learned previously. The pupil must point to the correct vowel on chart.
2. Write only correct vowel.

OBJECTIVES

1. Given a series of words orally, containing short -a-, -i-, -u- (see below), the pupil will point to the vowel on the vowel chart with no errors.

CHART 1

tilt  
brag  
stub  
spank  
mint

slug  
bluff  
drank  
buck  
tusk

2. Given a list of words containing short -a-, -i-, -u-, the pupil will write the vowel for each word with no errors.

CHART 2

skid  
skull  
dump  
grand  
brag

plug  
pick  
swim  
brad  
plum

QUALITY CONTROL

1. Use test paper from pupil's folder.

Module 11  
Task c

QUALITY CONTROL

11. Given a series of words containing short -a-, -i-, -u- from dictation, the pupil will write the short vowel sound for each word with no errors.

- |           |           |
|-----------|-----------|
| 1. graft  | 6. quiz   |
| 2. flinch | 7. snub   |
| 3. hunch  | 8. rag    |
| 4. pulp   | 9. grin   |
| 5. flash  | 10. flang |

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 11, Task c, on "My P.T.P. Progress Chart."

MODULE COMPLETION

When Tasks a, b, and c, are completed, check off Module 11 on the Module Monitor.



OBJECTIVES

1. Follow same directions given for the previous vowels...

VOWEL: -o- as in TOP

OBJECTIVES

Shown the vowel -o- on the vowel chart, the pupil will identify the vowel as the letter o- and as having the sound of -o- (as in top).

Shown a series of -o-'s on Chart 1:

CHART 1

-o-	-o-
-o-	-o-
-o-	-o-

the pupil will repeat the sound of -o- (as in top) after the teacher points to each -o- and says the sound.

Using a series of -o-'s (see No. 2 above) the teacher will point to each -o- and pronounce some of the letters correctly, and some will be pronounced incorrectly. The pupil must identify and correct the incorrect pronunciations.

OBJECTIVES

6. Make sure the pupil knows the meaning of each of these short words.

OBJECTIVES

6. Shown the short -o- words below, the pupil will pronounce each word by blending the sounds together with no errors.

CHART 3

odd  
not  
sop  
hop  
rob  
gob  
dot  
rot  
stop  
pond  
rod  
spot  
lot  
top  
drop  
doll  
God  
flop

cot  
rock  
block  
pot  
got  
slop  
fond  
sob  
flock  
mob  
sod  
hock  
cop  
sock  
bob  
cob  
on  
cog

hot  
lop  
lob  
mop  
pop  
crock  
dock  
tot  
smog  
nod  
mock  
romp  
lock  
pod  
fob  
bond  
smock  
trot

QUALITY CONTROL

1. Follow directions for Module 11-a.
2. Take test on test paper kept in folder.

QUALITY CONTROL

1. Shown the short -o- chart below, the pupil will pronounce each word by blending the sounds with no errors.

MODULE 12 - QUALITY CONTROL CHART

got  
pond  
mock  
slot  
crock

smog  
stop  
doll  
flock  
odd

2. Given the following short -o- words from dictation, the pupil will write each word with no errors.

mop  
pop  
on  
lot  
crop

trot  
plod  
tot  
flock (flo (k))  
romp

TASK COMPLETION

After achieving 100% mastery, he may check off on "My P.I.P. Progress Chart."

MODULE 12  
Task b

TEACHER DIRECTIONS

OBJECTIVES

1. Follow previous directions for using booklets.  
(Modules 8 - 9 - 10, Task b).

MODULE 12  
Task b

OBJECTIVES

- 1.. Given THE GLOB BOOK, containing short o words, the pupil will read the sentence on each page. On the opposite page he will draw a picture that illustrates the sentence.

MODULE 12  
Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE GLOB BOOK with no errors.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 12, Task b, on "My P.I.P. Progress Chart."



OBJECTIVES

1. Have pupil point to correct vowel on chart.

2. Use the board - or scrap paper. If much difficulty is noted in this discrimination level, pick additional words from previously given short vowels lists, for additional practice.

MODULE 12  
Task c

VOWELS: -a-, -i-, -u-, -o- DISCRIMINATION

OBJECTIVES

1. Given a series of words orally, containing short -a-, -i-, -u-, -o-, the pupil will point to the correct vowel on the vowel chart with no errors.

CHART 1

flop  
gasp  
crisp  
trunk  
smack

still  
mob  
plus  
blot  
flip

2. Given a list of words containing short -a-, -i-, -u-, -o-, the pupil will write the vowel in each word with no errors.

CHART 2

1. flat  
2. lamp  
3. rot  
4. block  
5. gum

6. stack  
7. cuff  
8. grill  
9. bond  
10. lift

MODULE 12  
Task c

TEACHER DIRECTIONS

QUALITY CONTROL

1. Take test on test paper kept in pupil's folder.

MODULE 12  
Task c

QUALITY CONTROL

1. Given a series of words containing short -a-, -i-, -u-, -o- from dictation, the pupil will write the short vowel sound for each word with no errors.

- |          |          |
|----------|----------|
| 1. stop  | 6. hint  |
| 2. pants | 7. rub   |
| 3. ill   | 8. drank |
| 4. on    | 9. romp  |
| 5. must  | 10. dock |

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 12, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a, b, and c are completed, check off Module 12 on the Module Monitor.

MODULE 13  
Task a

TEACHER DIRECTIONS

OBJECTIVES

1. - 4.

Follow directions as given for Module 11-a.

5. Use board or scrap paper.

CHARITY CONFESSION

Shown the vowel -e- on the vowel chart, the pupil will identify the vowel as the letter e and as having the sound of -e- (as in bed).

2 Shown a series of -e-'s on Chart 1.

CHART 1

e-	-e-
e-	-e-
e-	-e-

the pupil will give the sound of -e- (as in bed) as the teacher points to each -e- with no errors.

Using a series of -e-'s (see No. 2 above), the teacher will point to each -e- and pronounce some of the letters correctly, and some will be pronounced incorrectly. The pupil must identify and correct the incorrect pronunciations.

Shown the -e- column on Chart 1 and given a word from dictation, the pupil will write the missing letter(s) with no errors.

CHART 2

end	beg
elm	jet
elf	leg

Given the following words (end, elm, elf, beg, jet, leg) from dictation, the pupil will write each word with no errors.

OBJECTIVES

6. Make sure pupils know the meanings of each of these words.

QUALITY CONTROL

6. Shown the short ee- words below, the pupil will pronounce each word with no errors by blending the sounds together.

CHART 3

red	hem	band
pen	help	fed
led	ten	went
bend	pet	men
bet	set	tent
nest	end	net
rest	mess	mend
held	hen	fend
less	get	vell
sent	bed	belt
rent	sell	lent
tes	dent	web
bell	melt	kept
beg	fell	neck
was	vet	elm
bent	pest	best
net	let	teft
felt	desh	pell



no pupil has ever read even one

Use test paper from pupil's folder

MODULE 13  
Task a

QUALITY CONTROL

1. Shown the short -e- chart below, the pupil will pronounce each word with no errors by blending the sounds.

MODULE 13 - QUALITY CONTROL CHART

test	self
keg	pelt
lend	fresh
neck	elm
zest	mess

2. Given the following short -e- words from dictation, the pupil will write each word with no errors.

pest	jet
went	test
yet	web
help	pen
bent	sled

TASK COMPLETION:

When the pupil achieves 100% mastery, he may check off Module 13, Task a, on "My P.I.P. Progress Chart."

OBJECTIVES

1. Follow directions for Module 8-b.

MODULE 13

Task b

OBJECTIVES

1. Given THE CHECK BOOK, containing short -e- words, the pupil will read the sentence on each page. On the opposite page he will draw a picture that illustrates the sentence.

MODULE 13

Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE CHECK BOOK with no errors.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 13, Task b, on "My P.I.P. Progress Chart."

OBJECTIVES

1. Have pupil point to correct vowel on chart
2. Use board or scrap paper. If additional practice is needed - take words from previously given short vowel lists.

OBJECTIVES

1. Given a series of words orally containing short -a-, -i-, -u-, -o-, -e-, the pupil will point to the vowel on the vowel chart with no errors.

CHART 1

bud  
lamp  
must  
lot  
sing

rich  
test  
crop  
yet  
ham

2. Given a list of words containing short -a-, -i-, -u-, -o-, -e-, the pupil will write the vowel for each word with no errors.

CHART 2

cliff  
swam  
plod  
left  
wept

truck  
plop  
wind  
suds  
slap

QUALITY CONTROL

1. Take test on test paper kept in pupil's folder.

MODULE 13

Task c.

QUALITY CONTROL

1. Given a series of words containing short -a-, -i-, -u-, -o-, -e- from dictation, the pupil will write the short vowel sound for each word with no errors.

1. strin  
2. blunt  
3. blend  
4. stack  
5. trust

6. smack  
7. blond  
8. stock  
9. will  
10. wed

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 13, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a, b, and c are completed, check off modules on the Module Monitor



OBJECTIVES

1. Shown the vowels a-e on the vowel chart, the pupil will identify the vowels as a-e and say that they have the sound of ā (as in cake).
2. Shown the a-e pattern on the vowel chart, the pupil will say that the ā sounds its own name, and the e is silent.
3. Shown a series of a-e patterns on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

a-e

a-e

a-e

a-e

a-e

a-e

CHART 2

make

rate

take

lake

mate

fake

4. Shown the a-e patterned words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

make

\*ate

\*whale

\*lame

safe

fame

stake

trade

\*sale

\*crate

\*skate

\*grade

\*hate

base

made

take

\*cane

shake

blade

blame

bake

\*drape

\*lake

\*plane

\*cake

\*rake

chase

\*late

\*male

\*name

spade

\*flame

\*snake

\*frame

\*shape

\*Words used in BAKE booklet.

MODULE 14

Task a

QUALITY CONTROL

1. Shown the a-e pattern on the vowel chart, the pupil will identify a as being a long vowel and the e as being silent.
2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL  
a-e CHART

shame  
base  
trade  
mate  
pale

blade  
cake  
ate  
shape  
cane

3. Given the a-e patterned words below from dictation, the pupil will write each word correctly.

1. take  
2. shade  
3. pale  
4. late  
5. ate

6. safe  
7. lame  
8. base  
9. crate  
10. shake

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off  
Module 14, Task a, on "My P.I.P. Progress Chart."

MODULE 14

Task b

OBJECTIVES

1. Given THE BAKE BOOK, containing a-e words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 14

Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE BAKE BOOK with no errors.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 14, Task b, on "My P.T.P. Progress Chart."

MODULE 14 -a- and a-e DISCRIMINATION  
Task c

OBJECTIVES

1. Using the vowel chart and orally given a series of words containing short a (as in cat) and long a-e (as in cake) sounds, the pupil will point to the correct vowel on the chart.

CHART 1

pal  
ate  
man  
sat  
hate

cane  
flat  
stale  
shade  
clap

2. Given the short a words below, the pupil will change each to a long vowel a word by adding an e.

CHART 2

mat mat\_

pan pan\_

can can\_

at at\_

rat rat\_

pal pal\_

hat hat\_

cap cap\_

mad mad\_

plan plan\_

MODULE 14

Task c

QUALITY CONTROL

1. Given the words below, orally, the pupil will point to the correct vowel on the wall chart and identify the vowel sound as long or short.

- |          |          |
|----------|----------|
| 1. fast  | 6. mad   |
| 2. sale  | 7. ham   |
| 3. flame | 8. make  |
| 4. can   | 9. hate  |
| 5. shape | 10. sand |

2. Given the -a- and a-e words below orally, the pupil will write each word correctly.

- |         |          |
|---------|----------|
| 1. rate | 6. nap   |
| 2. pat  | 7. man   |
| 3. lake | 8. snake |
| 4. gas  | 9. late  |
| 5. ate  | 10. lad  |

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 14, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a, b, and c are completed, check off Module 14 on the Module Monitor.

OBJECTIVES

1. Shown the vowels i-e on the vowel chart, the pupil will identify the vowels as i-e and say that they have the sound of ī (as in five).
2. Shown the i-e pattern on the vowel chart, the pupil will say that the i sounds its own name, and the e is silent.
3. Shown a series of i-e patterns on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

i-e  
i-e  
i-e

i-e  
i-e  
i-e

CHART 2

nine  
file  
hide

pipe  
shine  
white

4. Shown the i-e patterned words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

\*mile  
\*awhile  
\*line  
\*chime  
\*lime  
\*wipe  
\*vine  
\*pile  
\*hike  
\*tile  
\*dine  
\*five

twine  
drive  
life  
\*bite  
\*smile  
time  
\*wife  
pride  
\*pine  
spine  
\*nine  
\*like

\*tribe  
\*side  
quite  
\*fine  
\*glide  
\*prize  
\*slide  
\*strike  
tide  
\*kite  
\*pipe  
\*ride

\*Words used in SMILE booklet.

MODULE 15

Task a

QUALITY CONTROL

1. Shown the i-e pattern on the vowel chart, the pupil will identify i as being a long vowel and the e as being silent.
2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL  
i-e CHART

five  
dime  
smile  
bite  
hike

shine  
life  
chime  
white  
side

3. Given the i-e patterned words below from dictation, the pupil will write each word correctly.

1. mile  
2. ride  
3. nine  
4. pride  
5. fine

6. white  
7. dime  
8. smile  
9. pipe  
10. twine

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 51, Task a, on "My P.I.P. Progress Chart."

MODULE 15

Task b

OBJECTIVES

1. Given THE SMILE BOOK, containing i-e words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 15

Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE SMILE BOOK with no errors.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 15, on "My P.I.P. Progress Chart."



OBJECTIVES

1. Using the vowel chart and orally given a series of words containing short i (as in fish) and long i-e (as in five) sounds, the pupil will point to the correct vowel on the chart.

CHART 1

hike  
lid  
mile  
kite  
hip

bit  
line  
time  
sit  
pin

2. Given the short i words below, the pupil will change each to a long vowel i-e word by adding an e.

CHART 2

spit spit\_

shin shin\_

rid rid\_

rip rip\_

fin fin\_

dim dim\_

k\_

kit kit\_

pip pip\_

pin pin\_

sit sit\_

MODULE 15

Task c

QUALITY CONTROL

1. Given the words below orally, the pupil will point to the correct vowel on the wall chart and identify the vowel sound as long or short.

1. smile
2. lid
3. fine
4. tide
5. sit

6. pride
7. thick
8. shin
9. spine
10. dish

2. Given the -i- and i-e words below orally, the pupil will write each word correctly.

1. ship
2. hike
3. side
4. pit
5. him

6. dime
7. tin
8. pine
9. ripe
10. chin

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 15, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a, b, and c are completed, check off Module 15 on the Module Monitor.

### OBJECTIVES

1. Shown the vowels u-e on the vowel chart, the pupil will identify the vowels as u-e and say that they have the sound of ū (as in mule).
2. Shown the u-e pattern on the vowel chart, the pupil will say that the ū sounds its own name, and the e is silent.
3. Shown a series of u-e patterns on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

#### CHART 1

u-e  
u-e  
u-e

#### CHART 2

mule  
cute  
fuse

4. Shown the u-e patterned words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

#### CHART 3

*cube	fuse	*dune
*cure	*mule	*tune
*duke	mute	*fume
*cute	*tube	
pure	*use	

\*Words used in CUTE booklet.

MODULE 16

Task a

QUALITY CONTROL

1. Shown the u-e pattern on the vowel chart, the pupil will identify u as being a long vowel and the e as being silent.
2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL  
u-e CHART

duke  
use  
fume  
cube  
tube

mute  
pure  
mule  
cure  
cute

3. Given the u-e patterned words below from dictation, the pupil will write each word correctly.

1. mule  
2. use  
3. cute  
4. cure

5. dune  
6. fuse  
7. tune  
8. pure

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 16, Task a, on "My P.I.P. Progress Chart."

MODULE 16

Task b

OBJECTIVES

1. Given THE CUTE BOOK, containing u-e words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 16

Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE CUTE BOOK with no errors.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 16, Task b, on "My P.I.P. Progress Chart."

OBJECTIVES

1. Shown the vowel chart and orally given a series of words containing short u (as in tug) and long u-e (as in mule) sounds, the pupil will point to the correct vowel on the chart.

CHART 1

fuse  
us  
hut  
fume  
plush

mule  
tug  
cure  
use  
bud

2. Given the short u words below, the pupil will change each to a long vowel u-e word by adding an e.

CHART 2

us      us\_  
cub      cub\_  
fus(s)    fus\_

tub    tub\_  
cut    cut\_  
mut    mut\_

MODULE 16

Task c

QUALITY CONTROL

1. Given the words below orally, the pupil will point to the correct vowel on the wall chart and identify the vowel sound as long or short.

- |         |           |
|---------|-----------|
| 1. just | 6. struck |
| 2. mule | 7. fuse   |
| 3. tube | 8. cube   |
| 4. use  | 9. much   |
| 5. jug  | 10. plush |

2. Given the -u- and u-e words below orally, the pupil will write each word correctly.

- |         |         |
|---------|---------|
| 1. run  | 6. mud  |
| 2. cute | 7. rush |
| 3. duke | 8. mule |
| 4. bus  | 9. us   |
| 5. fuse | 10. use |

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 16, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a, b, and c are completed, check off Module 16 on the Module Monitor.

OBJECTIVES

1. Shown the vowels o-e on the vowel chart, the pupil will identify the vowels as o-e and say that they have the sound of o (as in rose).
2. Shown the o-e pattern on the vowel chart, the pupil will say that the o sounds its own name, and the e is silent.
3. Shown a series of o-e patterns on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

o-e  
o-e  
o-e

o-e  
o-e  
o-e

CHART 2

bone  
hole  
note

choke  
joke  
vote

4. Shown the o-e patterned words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

poke  
\*tote  
\*hope  
\*rose  
rope  
\*vote  
\*choke  
\*globe  
\*froze  
\*home

\*smoke  
\*stole  
\*drove  
\*note  
\*broke  
\*throne  
stove  
those  
\*stone  
slope

\*robe  
\*pole  
\*spoke  
woke  
\*mole  
\*coke  
\*rode  
cone  
zone

\*Words used in JOKE booklet.



MODULE 17

Task a

QUALITY CONTROL

1. Shown the o-e pattern on the vowel chart, the pupil will identify o as being a long vowel and the e as being silent.
2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL  
o-e CHART

hole  
vote  
choke  
smoke  
cone

home  
those  
stone  
robe  
note

3. Given the o-e patterned words below from dictation, the pupil will write each word correctly.

1. hope  
2. tote  
3. pole  
4. those  
5. mole

6. froze  
7. poke  
8. stone  
9. home  
10. stove

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 17, Task a, on "My P.I.P. Progress Chart."

MODULE 17  
Task b

OBJECTIVES

1. Given THE JOKE BOOK, containing one words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 17  
Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE JOKE BOOK with no errors.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 17, Task b, on "My P.I.P. Progress Chart."

OBJECTIVES

1. Using the vowel chart and orally given a series of words containing short o (as in hop) and long o-e (as in rose) sounds, the pupil will point to the correct vowel on the chart.

CHART 1

coke  
hole  
sock  
sole  
lot

mop  
bone  
spoke  
got  
hope

2. Given the short o words below, the pupil will change each to a long vowel o-e by adding an e.

CHART 2

hop hop\_

cop cop\_

rod rod\_

not not\_

cod cod\_

slop slop\_

MODULE 17.

Task c.

QUALITY CONTROL

1. Given the words below orally, the pupil will point to the correct vowel on the wall chart and identify the vowel sound as long or short.

- |          |          |
|----------|----------|
| 1. pole  | 6. rope  |
| 2. rock  | 7. pot   |
| 3. zone  | 8. drop  |
| 4. mob   | 9. grove |
| 5. smoke | 10. on   |

2. Given the -o- and o-e words below orally, the pupil will write each word correctly.

- |         |          |
|---------|----------|
| 1. coke | 6. those |
| 2. pole | 7. pop   |
| 3. top  | 8. cot   |
| 4. rode | 9. woke  |
| 5. fox  | 10. rob  |

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 17, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a, b, and c are completed, check off Module 17 on the Module Monitor.

OBJECTIVES

1. Shown the vowels aw on the vowel chart, the pupil will identify the vowels as aw and say that they have the sound of aw (as in saw).
2. Shown a series of aw vowels on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

-aw  
-aw  
-aw

-aw-  
-aw-  
-aw-

CHART 2

saw  
paw  
thaw

yawn  
hawk  
shawl

3. Shown the aw words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

\*saw  
\*law  
\*paw  
raw  
\*jaw  
\*thaw  
drawn

\*claw  
\*crawl  
pawn  
\*shawl  
\*straw  
\*dawn  
\*flaw

\*yawn  
\*hawk  
\*bawl  
\*draw  
\*lawn  
\*squaw  
spawn

\*Words used in LAW booklet.

MODULE 18

Task a

QUALITY CONTROL

1. Shown the vowels aw on the vowel chart, the pupil will identify the vowels as aw and say that they have the sound of aw (as in saw).
2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL  
aw CHART

flaw  
jaw  
hawk  
straw  
saw

law  
paw  
thaw  
dawn  
claw

3. Given the aw words below from dictation, the pupil will write each word correctly.

1. lawn
2. raw
3. yawn
4. thaw
5. dawn

6. paw
7. crawl
8. hawk
9. jaw
10. straw

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 18, Task a, on "My P.I.P. Progress Chart."

MODULE 18

Task b

OBJECTIVES

1. Given THE LAW BOOK, containing aw words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 18

Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE LAW BOOK with no errors.

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 18, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 18 on the Module Monitor.

OBJECTIVES

1. Shown the vowels oo on the vowel chart, the pupil will identify the vowels as oo and say that they have the sound of oo (as in moon).
2. Shown a series of oo vowels on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

-oo  
-oo  
-oo

-oo-  
-oo-  
-oo-

CHART 2

\*zoo  
too  
room

food  
\*broom  
shoot

3. Shown the oo words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

*boot	droop	smooth
*tool	gloom	*stool
*roof	boost	spoon
bloom	*toot	*room
*cool	coop	mood
*food	*tooth	*swoop
*foel	*pool	*troop
*root	proof	snoop
*noon	spool	booth
*soon	hoot	loot

\*Words used in TOOT booklet.



MODULE 19

Task a.

QUALITY CONTROL

1. Shown the vowels oo on the vowel chart, the pupil will identify the vowels as oo and say that they have the sound of oo (as in moon).
2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL  
oo CHART

roof  
spoon  
room  
pool  
food

too  
shoot  
broom  
tooth  
bloom

3. Given the oo words below from dictation, the pupil will write each word correctly.

1. moon  
2. boot  
3. zoo  
4. droop  
5. cool

6. tooth  
7. fool  
8. room  
9. proof  
10. spoon

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off  
Module 19, Task a, on "My P.I.P. Progress Chart."

MODULE 19  
Task b

OBJECTIVES

1. Given THE TOOT BOOK, containing 100 words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 19  
Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE TOOT BOOK with no errors.

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 19, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed check off Module 19 on the Module Monitor.

OBJECTIVES

1. Shown the vowels ur on the vowel chart, the pupil will identify the vowels as ur and say that they have the sound of ur (as in fur).
2. Shown a series of ur vowels on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

-ur  
-ur-  
-ur-

-ur-  
-ur-  
-ur-

CHART 2

fur  
hur  
turn

hurl  
burn  
\*curb

3. Shown the ur words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

pur  
\*church  
\*turn  
\*hurl  
\*hurt  
\*burn  
\*burst  
\*curl  
turf

\*fur  
\*churn  
\*curb  
spurt  
\*blur  
burnt  
\*furl  
\*surf  
slur

\*Words used in BLUR booklet.

MODULE 20

Task a

QUALITY CONTROL

1. Shown the vowels ur on the vowel chart, the pupil will identify the vowels as ur and say that they have the sound of ur (as in fur).
2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL  
ur CHART

turn  
curl  
hurt  
turf  
burn

church  
blur  
churn  
hurl  
pur(r)

3. Given the ur words below from dictation, the pupil will write each word correctly.

1. fur  
2. burn  
3. curb  
4. burst  
5. blur

6. spurt  
7. surf  
8. turn  
9. hurt  
10. churn

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 20, Task a, on "My P.I.P. Progress Chart."

MODULE 20

Task b

OBJECTIVES

1. Given THE BLUR BOOK, containing ur words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 20

Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE BLUR BOOK with no errors.

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 20, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 20 on the Module Monitor.

OBJECTIVES

1. Shown the vowels ar on the vowel chart, the pupil will identify the vowels as ar and say that they have the sound of ar (as in car).
2. Shown a series of ar vowels on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

ar-  
-ar-  
-ar-

-ar-  
-ar-  
-ar-

CHART 2

arm  
\*tar  
\*cart

\*march  
harm  
\*yarn

3. Shown the ar words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

part  
\*spark  
\*harp  
scar  
dart  
\*car  
art  
bark  
sharp  
smart

\*yard  
\*star  
\*marsh  
farm  
darn  
card  
\*dark  
\*jar  
\*chart  
\*far

lark  
\*mark  
\*park  
\*shark  
\*scarf  
\*tart  
\*start  
hard  
starch  
charm

\*Words used in CHARM booklet.

MODULE 21

Task a

QUALITY CONTROL

1. Shown the vowels ar on the vowel chart, the pupil will identify the vowels as ar and say that they have the sound of ar (as in car).
2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL  
ar CHART

mark  
yard  
arm  
charm  
art

start  
sharp  
jar  
harp  
farm

3. Given the ar words below from dictation, the pupil will write each word correctly.

1. part  
2. chart  
3. dark  
4. art  
5. farm

6. yard  
7. sharp  
8. card  
9. march  
10. barn

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 21, Task a, on "My P.I.P. Progress Chart."

MODULE 21  
Task b

OBJECTIVES

1. Given THE CHARM BOOK, containing ar words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 21  
Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE CHARM BOOK with no errors.

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 21, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 21 on the Module Monitor.



OBJECTIVES

1. Shown the vowels oo on the vowel chart, the pupil will identify the vowels as oo and say that they have the sound of oo (as in book).
2. Shown a series of oo vowels on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

-oo-  
-oo-  
-oo-

-oo-  
-oo-  
-oo-

CHART 2

took  
\*good  
book

wool  
shook  
foot

3. Shown the oo words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

\*nook  
\*look  
\*brook  
\*stood  
\*hook  
\*wood  
\*good  
\*took

\*book  
\*hood  
\*foot  
\*cook  
\*hoof  
\*wool  
\*shook  
\*crook

\*Words used in LOOK booklet.

MODULE 22  
Task a

QUALITY CONTROL

1. Shown the vowels oo on the vowel chart, the pupil will identify the vowels as oo and say that they have the sound of oo (as in book).
2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL  
oo CHART

cook  
stood  
good  
hood  
nook

brook  
took  
foot  
wool  
look

3. Given the oo words below from dictation, the pupil will write each word correctly.

1. wood  
2. shook  
3. stood  
4. good  
5. cook

6. hood  
7. look  
8. brook  
9. wool  
10. foot

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 22, Task a, on "My P.I.P. Progress Chart."

MODULE 22

Task b

OBJECTIVES

1. Given THE LOOK BOOK, containing 100 words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 22

Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE LOOK BOOK with no errors.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 22, Task b, on "My P.T.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check Module 22 on the Module Monitor.

OBJECTIVES

1. Shown the vowels ow on the vowel chart, the pupil will identify the vowels as ow and say that they have the sound of ow (as in cow).
2. Shown a series of ow vowels on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

ow-  
-ow  
-ow

-ow  
-ow-  
-ow-

CHART 2

owl  
cow  
how

now  
howl  
\*gown

3. Shown the ow words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

\*how  
\*growl  
\*clown  
\*brown  
\*plow  
\*howl  
\*cow

\*down  
\*fowl  
\*drown  
\*crowd  
brow  
\*owl  
\*gown

\*now  
\*town  
prowl  
\*bow  
\*crown  
\*frown

\*Words used in HOWL booklet.

MODULE 23

Task a

QUALITY CONTROL

1. Shown the vowels ow on the vowel chart, the pupil will identify the vowels as ow and say that they have the sounds of ow (as in cow).
2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL  
ow CHART

clown  
how  
cow  
growl  
plow

town  
now  
drown  
owl  
brown

3. Given the ow words below from dictation, the pupil will write each word correctly.

1. bow
2. down
3. crowd
4. how
5. plow

6. town
7. brown
8. clown
9. now
10. howl

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 23, Task a, on "My P.I.P. Progress Chart."

MODULE 23

Task b

OBJECTIVES

1. Given THE HOWL BOOK, containing 100 words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 23

Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE HOWL BOOK with no errors.

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 23, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 23 on the Module Monitor.

OBJECTIVES

1. Because of only four oy words (boy, coy, joy, and toy) in this module, the secondary spellings will be given.

Please call attention to the oi on the chart and draw a picture like an oil can.

The sounds of oy and oi are the same.

3. Be sure that the pupil knows the meaning of each of the words on Chart 3. Some of these words are included in THE JOY BOOK, and the pupil must know the words in order to illustrate the sentence.

1. Shown the vowels oy and oi on the vowel chart, the pupil will identify the vowels as oy and oi and say that they have the sounds of oy (boy) and oi (oil).
2. Shown a series of oy and oi vowels on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

-oy  
oi-  
-oy

-oy  
-oi-  
-oi-

CHART 2

boy  
oil  
toy.

joy  
boil  
soil

3. Shown the oy and oi words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

joy  
\*soil  
oil  
\*boy  
moist  
\*joint  
\*foil

choice  
\*broil  
\*toil  
\*hoist  
\*noise  
\*point  
\*toy

\*join  
\*voice  
\*coil  
\*spoil  
\*boil  
coin  
void

\*Words used in the JOY booklet.



QUALITY CONTROL

1. Shown the vowels oy and oi on the vowel chart, the pupil will identify the vowels as oy and oi and say that they have the sounds of oy (boy) and oi (oil).
2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL  
oy - oi CHART

coin  
broil  
joy  
spoil  
toy

soil  
moist  
oil  
boy  
point

3. Given the oy and oi words below from dictation, the pupil will write each word correctly.

1. toy  
2. foil  
3. soil  
4. coin  
5. joy

6. beef  
7. oil  
8. boy  
9. void  
10. point

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 24, Task a, on "My P.I.P. Progress Chart."

MODULE 24

Task b

OBJECTIVES

1. Given THE JOY BOOK containing oy and oi words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 24

Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE JOY BOOK with no errors.

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check Module 24, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 24 on the Module Monitor.

OBJECTIVES

1. Shown the vowels o(r) on the vowel chart, the pupil will identify the vowels as o(r) and say that they have the sound of o(r) as in fork.
2. Shown a series of o(r) vowels on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

-or  
-or-  
-or-

-or-  
-or-  
-or-

CHART 2

for  
corn  
fork

stork  
north  
fork

3. Shown the o(r) words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

*pork	for	scorn
*fort	*cork	worn
*horn	*horse	*fork
or	wore	soft
*thorn	*storm	*corn
*sport	*stork	form
*north	*short	snore
*born	snort	*shore

\*Words used in CORN booklet.

MODULE 25

Task a

QUALITY CONTROL

1. Shown the vowels o(r) on the vowel chart, the pupil will identify the vowels as o(r) and say that they have the sound of o(r) as in fork.
2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL  
o(r) CHART

north  
sort  
fork  
born  
or

sport  
horse  
snore  
wore  
cork

3. Given the o(r) words below from dictation, the pupil will write each word correctly.

1. for  
2. cord  
3. sport  
4. pork  
5. sort

6. worn  
7. short  
8. fort  
9. corn  
10. born

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 25, Task a, on "My P.I.P. Progress Chart."

MODULE 25  
Task b

OBJECTIVES

1. Given THE CORN BOOK, containing o(r) words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 25  
Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE CORN BOOK with no errors.

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 25, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 25 on the Module Monitor.

Teacher

## QUALITY CONTROL CHECK LIST.

CRITERION: 100% mastery

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Pupil

Teacher

MODULE 1  
Task a-2

QUALITY CONTROL CHECK LIST

GIVEN:

ACTION: Pupil will define a whisper sound

CRITERION: 100% mastery

Definition of whisper sound	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
	/		/		/	
	Date		Date		Date	

Pupil

Teacher

MODULE 1  
Task a-3

QUALITY CONTROL CHECK LIST

GIVEN: The words below, pronounced by the teacher,  
the pupil will

ACTION: Write the whisper sound correctly

CRITERION: 100% mastery

Teacher Says	Pupil Writes	Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1. thunder	(th-)						
2. poem	(p-)						
3. feast	(f-)						
4. wheat	(wh-)						/
5. turn	(t-)						
6. thimble	(th-)						
7. friend	(f-)						
8. taught	(t-)						
9. whistle	(wh-)						
10. proud	(p-)						

Date

Date

Date



MODULE 1  
Task b-1

QUALITY CONTROL CHECK LIST

GIVEN: Five (5) worksheet pages (p-, wh-, f-, th-, t-) the pupil will

ACTION: Complete each page correctly

CRITERION: 100% mastery

Worksheet Page	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
p-						
wh-						
f-						
th-						
t-						

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Pupil

Teacher

MODULE 2  
Task a-1

QUALITY CONTROL CHECK LIST

GIVEN: Shown each of the whisper sounds below  
the pupil will

ACTION: Pronounce each sound correctly

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
s-						
sh-						
ch-						
k-						
h-						
	Date		Date		Date	

Pupil

Teacher

MODULE 2  
Task a-2

QUALITY CONTROL CHECK LIST

GIVEN: The ten (10) words below pronounced by the teacher, the pupil will

ACTION: Write the beginning sounds correctly

CRITERION: 100% mastery

Teacher Says	Pupil Writes	Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1. spring	(s-)						
2. keen	(k-)						
3. cheese	(ch-)						
4. shake	(sh-)						
5. heard	(h-)						
6. charm	(ch-)						
7. keg	(k-)						
8. shoe	(sh-)						
9. hatch	(h-)						
10. soft	(s-)						
		/		/		/	
		Date		Date		Date	

Pupil

Teacher

MODULE 2  
Task b-1

QUALITY CONTROL CHECK LIST

GIVEN: Five (5) worksheet pages (s-, sh-, ch-, k-, h-) the pupil will

ACTION: Complete each page correctly

CRITERION: 100% mastery

Worksheet Page	Test 1		Test 2		Test 3		
	Pass	Fail	Pass	Fail	Pass	Fail	
s-							
sh-							
ch-							
k-							
h-							
		/			/		
		Date			Date		

Pupil

Teacher

MODULE 2  
Task c-1

QUALITY CONTROL CHECK LIST

GIVEN: The ten (10) words below, pronounced by the teacher, the pupil will

ACTION: Write the beginning and ending sounds correctly

CRITERION: 100% mastery

Teacher Says	Pupil Writes	Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1. thought	(th-t)						
2. what	(wh-t)						
3. speech	(s-ch)						
4. tap	(t-p)						
5. huff	(h-f)						
6. chart	(ch-t)						
7. plump	(p-p)						
8. feast	(f-t)						
9. taught	(t-t)						
10. kept	(k-t)						
		Date		Date		Date	

Pupil

Teacher

MODULE 3

Task a-1

QUALITY CONTROL CHECK LIST

GIVEN: Shown the five (5) sounds below the pupil will

ACTION: Pronounce each sound correctly

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
b-						
w-						
v-						
th-			/			
d-						
	Date		Date		Date	

Pupil

Teacher

MODULE 3

Task a-2

QUALITY CONTROL CHECK LIST

GIVEN:

ACTION: Pupil will define a voiced sound

CRITERION: 100% mastery

Definition  
of voiced  
sound

Test 1		Test 2		Test 3	
Pass	Fail	Pass	Fail	Pass	Fail
Date		Date		Date	

Pupil

Teacher

MODULE 3  
Task a-3

QUALITY CONTROL CHECK LIST

GIVEN: The ten (10) words below, pronounced by the teacher, the pupil will

ACTION: Write each sound correctly

CRITERION: 100% mastery

Teacher Says	Pupil Writes	Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1. victor	(v-)						
2. breeze	(b-)						
3. there	(th-)						
4. world	(w-)						
5. drive	(d-)						
6. they	(th-)						
7. drop	(d-)						
8. blew	(b-)						
9. verse	(v-)						
10. wag	(w-)						

Date

Date

Date



Pupil	
-------	--

Teacher

MODULE 3  
Task b-1

## QUALITY CONTROL CHECK LIST

GIVEN: Five (5) worksheet pages (b-, w-, v-, th-, d-) the pupil will

ACTION: Complete each page correctly

CRITERION: 100% mastery.

[illegible]

Pupil

Teacher

MODULE 4

Task a-1

QUALITY CONTROL CHECK LIST

GIVEN: Shown the letters below, the pupil will

ACTION: Pronounce each letter correctly

CRITERION: 100% mastery

z-

j-

g-

Test 1		Test 2		Test 3	
Pass	Fail	Pass	Fail	Pass	Fail

/   
 Date

/   
 Date

/   
 Date

Pupil \_\_\_\_\_  
Teacher \_\_\_\_\_

MODULE 4  
Task a-2

QUALITY CONTROL CHECK LIST

GIVEN: The ten (10) words below; pronounced by the teacher, the pupil will

ACTION: Write each sound correctly

CRITERION: 100% mastery.

Teacher Says	Pupil Writes	Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1. zinnia	(z-)						
2. gift	(g-)						
3. jig	(j-)						
4. game	(g-)						
5. zero	(z-)						
6. grin	(g-)						
7. joy	(j-)						
8. zinc	(z-)						
9. gain	(g-)						
10. jog	(j-)						
		Date		Date		Date	

Pupil

Teacher

MODULE 4  
Task b-1

QUALITY CONTROL CHECK LIST

GIVEN: Three (3) worksheet pages (z-, j-, g-)  
the pupil will

ACTION: Complete each page correctly

CRITERION: 100% mastery

Worksheet Page

z-

j-

g-

Test 1		Test 2		Test 3	
Pass	Fail	Pass	Fail	Pass	Fail
Date		Date		Date	

Pupil

Teacher

MODULE 4  
Task c-1

QUALITY CONTROL CHECK LIST

GIVEN: The ten (10) words below, pronounced by the teacher, the pupil will

ACTION: Write the beginning and ending sounds correctly

CRITERION: 100% mastery

Teacher Says	Pupil Writes	Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1. vanish	(v-sh)						
2. that	(th-t)						
3. jerk	(j-k)						
4. grass	(g-s)						
5. both	(b-th)						
6. watch	(w-ch)						
7. jot	(j-t)						
8. zip	(z-p)						
9. vouch	(v-ch)						
10. zest	(z-t)						
		Date		Date		Date	

Pupil

Teacher

MODULE 5  
Task a-1

QUALITY CONTROL CHECK LIST

GIVEN: The three (3) letters below, the pupil will

ACTION: Pronounce each sound correctly

CRITERION: 100% mastery

m-  
n-  
-ng

Test 1		Test 2		Test 3	
Pass	Fail	Pass	Fail	Pass	Fail
/		/		/	
Date		Date		Date	

Pupil

Teacher

MODULE 5  
Task a-2

QUALITY CONTROL CHECK LIST

GIVEN:

ACTION: Pupil will define a nasal sound

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
	_____	_____	_____	_____	_____	_____
Defines a nasal sound	____/____		____/____		____/____	
	Date		Date		Date	

Pupil

Teacher

MODULE 5  
Task a-3

QUALITY CONTROL CHECK LIST

GIVEN: Shown each of the words below (Use the  
MODULE 5, Task a, Discrimination Chart),  
the pupil will

ACTION: Read each word correctly

CRITERION: 100% mastery

Pupil reads

ran - rang

thin - thing

win - wing

sun - sung

sin - sing

Test 1		Test 2		Test 3	
Pass	Fail	Pass	Fail	Pass	Fail

Date

Date

Date



Pupil

Teacher

MODULE 5  
Task a-4

QUALITY CONTROL CHECK LIST

GIVEN: The words below, pronounced by the teacher,  
the pupil will

ACTION: Write the sound for each word correctly

CRITERION: 100% mastery

Teacher Says	Pupil Writes	Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1. move	(m-)						
2. new	(n-)					f	
3. mask	(m-)						
4. rang	(-ng)						
5. noise	(n-)						
6. thing	(-ng)						
7. long	(-ng)						
8. mouth	(m-)						
9. sing	(-ng)						
10. nod	(n-)						
		Date		Date		Date	

Pupil

Teacher

MODULE 5  
Task b-1

QUALITY CONTROL CHECK LIST

GIVEN: Three (3) worksheet pages (m-, n-, -ng)  
the pupil will

ACTION: Complete each page correctly

CRITERION: 100% mastery

Worksheet Page	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
m-						
n-						
-ng						
	Date		Date		Date	

Pupil

Teacher

MODULE 5  
Task c-1

QUALITY CONTROL CHECK LIST

GIVEN: The words below, pronounced by the teacher,  
the pupil will

ACTION: Write the beginning and ending sounds correctly

CRITERION: 100% mastery

Teacher Says	Pupil Writes	Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1. sang	(s-ng)						
2. drum	(d-m)						
3. green	(g-n)						
4. thing	(th-ng)						
5. north	(n-th)						
6. dong	(d-ng)						
7. bloom	(b-m)						
8. chicken	(ch-n)						
9. should	(sh-d)						
10. plan	(p-n)						

Date

Date

Date

Pupil

Teacher

MODULE 6  
Task a-1

QUALITY CONTROL CHECK LIST

GIVEN: Shown the combination sounds below, the pupil will

ACTION: Pronounce each sound correctly

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
qu-						
l-						
r-						
y-						
-x						

/Date

/Date

/Date

Pupil

Teacher

MODULE 6  
Task a-2

QUALITY CONTROL CHECK LIST

GIVEN:

ACTION: Pupil will define a combination sound

CRITERION: 100% mastery

Defines a  
combination sound

Test 1		Test 2		Test 3	
Pass	Fail	Pass	Fail	Pass	Fail
Date		Date		Date	

Pupil

Teacher

MODULE 6  
Task a-3

QUALITY CONTROL CHECK LIST

GIVEN: The words below, pronounced by the teacher,  
the pupil will

ACTION: Write the combination sound correctly

CRITERION: 100% mastery

Teacher Says	Pupil Writes	Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1. learner	(l-)						
2. younger	(y-)						
3. risk	(r-)						
4. quarrel	(qu-)						
5. lunch	(l-)						
6. wax	(-x)						
7. quilt	(qu-)						
8. fox	(-x)						
9. yawn	(y-)						
10. reach	(r-)						
		Date		Date		Date	

Pupil
Teacher

MODULE 6  
Task b-1

QUALITY CONTROL CHECK LIST

GIVEN: Five (5) worksheet pages (qu-, l-, r-, y-,  
-x) the pupil will

ACTION: Complete each page correctly

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
Worksheet Page	Pass	Fail	Pass	Fail	Pass	Fail
qu-						
l-						
r-						
y-						
-x						
	Date		Date		Date	

Pupil

Teacher

MODULE 6  
Task c-1

QUALITY CONTROL CHECK LIST

GIVEN: The words below, pronounced by the teacher,  
the pupil will

ACTION: Write the beginning and ending sound for  
each word correctly

CRITERION: 100% mastery

Teacher Says	Pupil Writes	Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1. youth	(y-th)						
2. roast	(r-t)						
3. lunch	(l-ch)						
4. mix	(m-x)						
5. room	(r-m)						
6. leaf	(l-f)						
7. yearn	(y-n)						
8. quiet	(qu-t)						
9. round	(r-d)						
10. quick	(qu-k)						

Date

Date

Date



\_\_\_\_\_  
Pupil.

\_\_\_\_\_  
Teacher

MODULE 7  
Task a-1

QUALITY CONTROL CHECK LIST

GIVEN: The list of words on the ee Quality Control Chart, the pupil will

ACTION: Read aloud each word correctly

CRITERION: 100% mastery

Pupil Says	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
see	_____	_____	_____	_____	_____	_____
peep	_____	_____	_____	_____	_____	_____
keep	_____	_____	_____	_____	_____	_____
sheep	_____	_____	_____	_____	_____	_____
cheep	_____	_____	_____	_____	_____	_____
feet	_____	_____	_____	_____	_____	_____
sheet	_____	_____	_____	_____	_____	_____
teeth	_____	_____	_____	_____	_____	_____
queen	_____	_____	_____	_____	_____	_____
cheek	_____	_____	_____	_____	_____	_____
seed	_____	_____	_____	_____	_____	_____
seen	_____	_____	_____	_____	_____	_____
meet	_____	_____	_____	_____	_____	_____
jeep	_____	_____	_____	_____	_____	_____
feed	_____	_____	_____	_____	_____	_____
bee	_____	_____	_____	_____	_____	_____
wee	_____	_____	_____	_____	_____	_____

MODULE 7

Task a-1 (Continued)

	Test 1		Test 2		Test 3	
Pupil Says	Pass	Fail	Pass	Fail	Pass	Fail
week						
wheel						
need						
weed						
feel						
	Date		Date		Date	

Pupil

Teacher

MODULE 7  
Task a-2

QUALITY CONTROL CHECK LIST

GIVEN: The words below from dictation, the pupil will

ACTION: Write each word correctly

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
creep						
eel						
fleet						
leech						
meek						
reef						
screen						
sleet						
tree						
weep						
	Date		Date		Date	

Pupil

Teacher

MODULE 7  
Task b-1

QUALITY CONTROL CHECK LIST

GIVEN: THE PEEK BOOK, the pupil will

ACTION: Read aloud each sentence correctly

CRITERION: 100% mastery

Pupil reads each  
page correctly

Test 1		Test 2		Test 3	
Pass	Fail	Pass	Fail	Pass	Fail

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Pupil

Teacher

MODULE 8  
Task a-1

QUALITY CONTROL CHECK LIST

GIVEN: The words on the Quality Control Short a Chart, the pupil will

ACTION: Pronounce each word correctly

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
wax						
sand						
clap						
gab						
and						
cash						
whack						
raft						
slam						
hash						
	Date		Date		Date	

Pupil

Teacher

MODULE 8  
Task a-2

QUALITY CONTROL CHECK LIST

GIVEN: The words below from dictation, the pupil will

ACTION: Write each word correctly

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
1. pad						
2. lamp						
3. blast						
4. an						
5. gas						
6. back						
7. tab						
8. ham						
9. tax						
10. trash						

Date

Date

Date

Pupil

Teacher

MODULE 8  
Task b-1

QUALITY CONTROL CHECK LIST

GIVEN: THE MAD BOOK, the pupil will

ACTION: Read aloud each sentence

CRITERION: 100% mastery

Pupil reads each  
page correctly

Test 1		Test 2		Test 3	
Pass	Fail	Pass	Fail	Pass	Fail

/

Date

/

Date

/

Date

Pupil

Teacher

MODULE 9  
Task a-1

QUALITY CONTROL CHECK LIST

GIVEN: The words on the Quality Control Short i Chart, the pupil will

ACTION: Pronounce each word correctly

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
fix						
wig						
chin						
grip						
rim						
zip						
pitch						
silk						
trick						
shrimp						

Date

Date

Date



Pupil

Teacher

MODULE 9  
Task a-2

QUALITY CONTROL CHECK LIST

GIVEN: The short i words below from dictation, the pupil will

ACTION: Write each word correctly

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
1. spin						
2. rip						
3. bib						
4. grit						
5. print						
6. mix						
7. rich						
8. him						
9. sing						
10. win						
		Date			Date	Date

\_\_\_\_\_  
Pupil

\_\_\_\_\_  
Teacher

MODULE 9  
Task b-1

QUALITY CONTROL CHECK LIST

GIVEN: THE IN BOOK, the pupil will

ACTION: Read aloud each sentence

CRITERION: 100% mastery

Pupil reads each  
page correctly

Test 1		Test 2		Test 3	
Pass	Fail	Pass	Fail	Pass	Fail
_____ Date		_____ Date		_____ Date	

Pupil

Teacher

MODULE 10  
Task a-1

QUALITY CONTROL CHECK LIST

GIVEN: The words below from dictation, the pupil will

ACTION: Write the short vowel sound correctly

CRITERION: 100% mastery

Teacher Says	Pupil Writes	Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1. grass	-a-						
2. drill	-i-						
3. slick	-i-						
4. yam	-a-						
5. glint	-i-						
6. stag	-a-						
7. scan	-a-						
8. frisk	-i-						
9. vast	-a-						
10. whisk	-i-						
		Date		Date		Date	

Pupil

Teacher

MODULE 11  
Task a-1

QUALITY CONTROL CHECK LIST

GIVEN: The words on the Quality Control Short u Chart, the pupil will

ACTION: Pronounce each word correctly

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
rust						
cuff						
luck						
bug						
drum						
bus						
lunch						
bump						
nut						
cup						

Date

Date

Date

Pupil

Teacher

MODULE 11  
Task a-2

QUALITY CONTROL CHECK LIST

GIVEN: The words below from dictation, the pupil will

ACTION: Write each word correctly

CRITERION: 100% mastery

		Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1.	rush						
2.	cut						
3.	sum						
4.	bud						
5.	rut						
6.	plug						
7.	fun						
8.	pump						
9.	must						
10.	trust						
		/		/		/	
		Date		Date		Date	

Pupil

Teacher

MODULE 11  
Task b-1

QUALITY CONTROL CHECK LIST

GIVEN: THE FUN BOOK, the pupil will

ACTION: Read aloud each sentence

CRITERION: 100% mastery

Pupil reads each  
page correctly

Test 1		Test 2		Test 3	
Pass	Fail	Pass	Fail	Pass	Fail

Date

Date

Date

Pupil

Teacher

MODULE 11  
Task c-1

QUALITY CONTROL CHECK LIST

GIVEN: The words below from dictation, the pupil will

ACTION: Write the short vowel sound for each word correctly

CRITERION: 100% mastery

Teacher Says	Pupil Writes	Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1. graft	-a-	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. flinch	-i-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. hunch	-u-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. pulp	-ü-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. flash	-a-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. quiz	-i-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. snub	-u-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. rag	-a-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. grim	-i-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. flung	-u-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Date <u>    </u> / <u>    </u> / <u>    </u>		Date <u>    </u> / <u>    </u> / <u>    </u>		Date <u>    </u> / <u>    </u> / <u>    </u>	

Pupil

Teacher

MODULE 12      QUALITY CONTROL CHECK LIST  
Task a-1

GIVEN:      The words on the Quality Control Short o  
Chart, the pupil will

ACTION:      Pronounce each word correctly

CRITERION:      100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
got						
pond						
mock						
slot						
crook						
smog						
stop						
doll						
flock						
odd						
	/		/		/	
	Date		Date		Date	



Pupil

Teacher

MODULE 12  
Task a-2

QUALITY CONTROL CHECK LIST

GIVEN: The words below from dictation, the pupil will

ACTION: Write each word correctly

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
1. mop						
2. pop						
3. on						
4. lot						
5. crop						
6. trot						
7. plod						
8. tot						
9. flock						
10. romp						
	Date		Date		Date	

Pupil

Teacher

MODULE 12  
Task b-1

QUALITY CONTROL CHECK LIST

GIVEN: THE GLOB BOOK, the pupil will

ACTION: Read aloud each sentence

CRITERION: 100% mastery

Pupil reads each  
page correctly

Test 1		Test 2		Test 3	
Pass	Fail	Pass	Fail	Pass	Fail
____/____ Date		____/____ Date		____/____ Date	

Pupil

Teacher

MODULE 12  
Task c-1

QUALITY CONTROL CHECK LIST

GIVEN: The words below from dictation, the pupil will

ACTION: Write the short vowel sound for each word correctly

CRITERION: 100% mastery

Teacher Says	Pupil Writes	Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1. stop	-o-						
2. pants	-a-						
3. ill	-i-						
4. on	-o-						
5. must	-u-						
6. hint	-i-						
7. rub	-u-						
8. drank	-a-						
9. romp	-o-						
10. dock	-o-						
		/		/		/	
		Date		Date		Date	

Pupil

Teacher

MODULE 13

QUALITY CONTROL CHECK LIST

Task a-1

GIVEN: The words on the Quality Control Short e Chart, the pupil will

ACTION: Pronounce each word correctly

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
test						
keg						
lend						
neck						
zest						
self						
pelt						
fresh						
elm						
mess						
	Date		Date		Date	

Pupil

Teacher

MODULE 13  
Task a-2

QUALITY CONTROL CHECK LIST

GIVEN: The words below from dictation, the pupil  
will

ACTION: Write each word correctly

CRITERION: 100% mastery

	Test 1		Test 2		Test 3	
	Pass	Fail	Pass	Fail	Pass	Fail
1. pest						
2. went						
3. yet						
4. help						
5. bent						
6. jet						
7. test						
8. web						
9. pen						
10. sled						
	Date		Date		Date	

Pupil

Teacher

MODULE 13

QUALITY CONTROL CHECK LIST

Task b-1

GIVEN: THE CHECK BOOK, the pupil will

ACTION: Read aloud each sentence

CRITERION: 100% mastery

Pupil reads each  
page correctly.

Test 1		Test 2		Test 3	
Pass	Fail	Pass	Fail	Pass	Fail

Date

Date

Date

Pupil

Teacher

MODULE 13  
Task c-1

QUALITY CONTROL CHECK LIST

GIVEN: The words below from dictation, the pupil will

ACTION: Write the short vowel sound for each word correctly

CRITERION: 100% mastery

Teacher Says	Pupil Writes	Test 1		Test 2		Test 3	
		Pass	Fail	Pass	Fail	Pass	Fail
1. strip	-i-						
2. blunt	-u-						
3. blend	-e-						
4. stack	-ā-						
5. trust	-u-						
6. smack	-a-						
7. blond	-o-						
8. stock	-o-						
9. wilt	-i-						
10. wed	-e-						
		Date		Date		Date	

THE

C H E C K

B O O K

ILLUSTRATED BY

M 13

TEN TENTS ARE WET.

1

THE SUN SET IN THE WEST.

2

HIS LEFT LEG IS BENT.

3



THE SLED IS BY THE SHED.

5

THE NEST IS BLEST WITH PESTS.

4

AN ELF FELT A JET.

7

THE RED VEST HAS A BELT.

6

LEN'S DESK HAS A DENT.

8

THE MEN REST NEXT TO AN ELM.

9

KEN SLEPT BENT IN BED.

10

LET FRED IN THE DEN.

11

# CLASS PROGRESS RECORD

MODULE

PUPIL

	1	2	3	4	5	6
	Task	Task	Task	Task	Task	Task
	a b	a b c	a b	a b c	a b c	a b c
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						

# CLASS PROGRESS RECORD

MODULE

PUPIL

7

8

9

10

11

12

13

Task

Task

Task

Task

Task

Task

Task

a b

a b

a b

a

a b c

a b c

a b c

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.

24.

25.

26.

27.



# SCHOOL DISTRICT OF THE CITY OF RIVER ROUGE

## MY P.I.P. PROGRESS CHART

	PUPIL _____	
	<u>MASTERY</u>	<u>DATE</u>
<u>MODULE 1</u>		
Task a	_____	_____
Task b	_____	_____
<u>MODULE 2</u>		
Task a	_____	_____
Task b	_____	_____
Task c	_____	_____
<u>MODULE 3</u>		
Task a	_____	_____
Task b	_____	_____
<u>MODULE 4</u>		
Task a	_____	_____
Task b	_____	_____
Task c	_____	_____
<u>MODULE 5</u>		
Task a	_____	_____
Task b	_____	_____
Task c	_____	_____
<u>MODULE 6</u>		
Task a	_____	_____
Task b	_____	_____
Task c	_____	_____

	<u>MASTERY</u>	<u>DATE</u>
<u>MODULE 7</u>		
Task a	_____	_____
Task b	_____	_____
<u>MODULE 8</u>		
Task a	_____	_____
Task b	_____	_____
<u>MODULE 9</u>		
Task a	_____	_____
Task b	_____	_____
<u>MODULE 10</u>		
Task a	_____	_____
<u>MODULE 11</u>		
Task a	_____	_____
Task b	_____	_____
Task c	_____	_____
<u>MODULE 12</u>		
Task a	_____	_____
Task b	_____	_____
Task c	_____	_____
<u>MODULE 13</u>		
Task a	_____	_____
Task b	_____	_____
Task c	_____	_____

MODULE 1  
Task a

P. 1. DIRECTIONS

1. Point to whisper sounds
2. Define whisper sound
3. Name sounds of letters (5)
4. Use sentences
5. Point to given sound
6. Correct mistakes
7. Write sound from picture

MODULE 1  
Task b

1. Listen to each picture  
being read
2. Write letter for only  
key-picture sound



MODULE 2

Task a

P. 1. DIRECTIONS

1. Name letter
2. Use sentences
3. Point to given sound
4. Correct mistakes
5. Write sound from picture

MODULE 2

Task b

1. Listen to each picture being read
2. Write letter for only key-picture sound

MODULE 2

Task c

1. Write beginning and ending sound from given pictures

P. 1. DIRECTIONS

1. Point to voiced sounds
2. Describe voiced sound
3. Name letters
4. Use Sentences
5. Point to given sound
6. Correct mistakes
7. Write sound from picture

1. Listen to each picture being read
2. Write letter for only key-picture sound

MODULE 4  
Task a

P. 1. DIRECTIONS

1. Name letters
2. Use sentences
3. Point to given sound
4. Correct mistakes
5. write sound from picture

MODULE 4  
Task b

1. Listen to each picture  
being read
2. write letter for only  
key-picture sound

MODULE 4  
Task c

1. write beginning and ending  
sound from given pictures

MODULE 5  
Task a

P. 1. DIRECTIONS

1. Point to nasal sounds
2. Describe nasal sounds
3. Name letters
4. Indicate -ng ending
5. Read chart
6. Use sentences
7. Point to given sound
8. Correct mistakes
9. Write sound from pictures

MODULE 5  
Task b

1. Listen to each picture  
being read
2. Write letter for key-picture  
sounds

MODULE 6  
Task a

P. 1. DIRECTIONS

1. Point to combination sounds
2. Define combination sounds
3. Name letters
4. Use sentences
5. Point to sound
6. Correct mistakes
7. Write sound from picture

MODULE 6  
Task b

1. Listen to each picture  
being read
2. Write letter for key-picture  
sounds

## P. 1. DIRECTIONS

1. Identify letters
2. Identify sound  
(long ē as in tree)
3. Write sh ee p
4. Write k ee p
5. Pronounce meet, seed, keep
6. Change (write)  
    keep to peep  
    peep to sheep  
    sheep to sheet
7. Read ee chart (64 words)  
    and use in sentence

1. Illustrate THE PEEK BOOK

MODULE 8  
Task a

P. 1. DIRECTIONS

1. Identify letter
2. Identify sound  
(short a as in cat)
3. Correct deliberate mistake
4. Write given letter sound  
on a column to make words
5. Write same words from  
dictation
6. Read -a- word list

MODULE 8  
Task b

1. Illustrate THE MAD BOOK

P. 1. DIRECTIONS

1. Identify letter
2. Identify sound  
(short -i- fish)
3. Correct mistake
4. Write given letter sound  
to make words
5. Write same words from  
dictation
6. Read -i- word list

1. Illustrate THE IN BOOK



P. 1. DIRECTIONS

(-a-, -i-, Discrimination)

1. Point to correct vowel
2. Write correct vowel

MODULE 11  
Task a

P. I. DIRECTIONS

1. Identify letter
2. Identify sound
3. Correct mistake
4. Write given letter sound  
to make words
5. Write same words from  
dictation
6. Read -u- word list

MODULE 11  
Task b

1. Illustrate THE FUN BOOK

MODULE 11  
Task c

- (-a-, -i-, -u-, discrimination)
1. Point to correct vowel
  2. Write correct vowel

MODULE 12  
Task a

P. 1. DIRECTIONS

(-o- as in top)

1. Identify letter
2. Identify sound
3. Correct mistake
4. Write given letter sound  
to make words
5. Write same words from  
dictation
6. Read -o- word list

MODULE 12  
Task b

1. Illustrate THE GLOB BOOK

MODULE 12  
Task c

(-a-, -i-, -u-, -o-  
discrimination)

1. Point to correct vowel
2. Write correct vowel

MODULE 13  
Task a

P. I. DIRECTIONS

(-e- as in bed)

1. Identify letter
2. Identify sound
3. Correct mistake
4. Write given letter sound  
to make words
5. Write same words from  
dictation
6. Read -e- word list

MODULE 13  
Task b

1. Illustrate THE CHECK BOOK

MODULE 13  
Task c

(-a-, -i-, -u-, -o-, -e-,  
discrimination)

1. Point to correct vowel
2. Write correct vowel